

SCHOLASTIC COACH

OCTOBER • 1946 • 25c

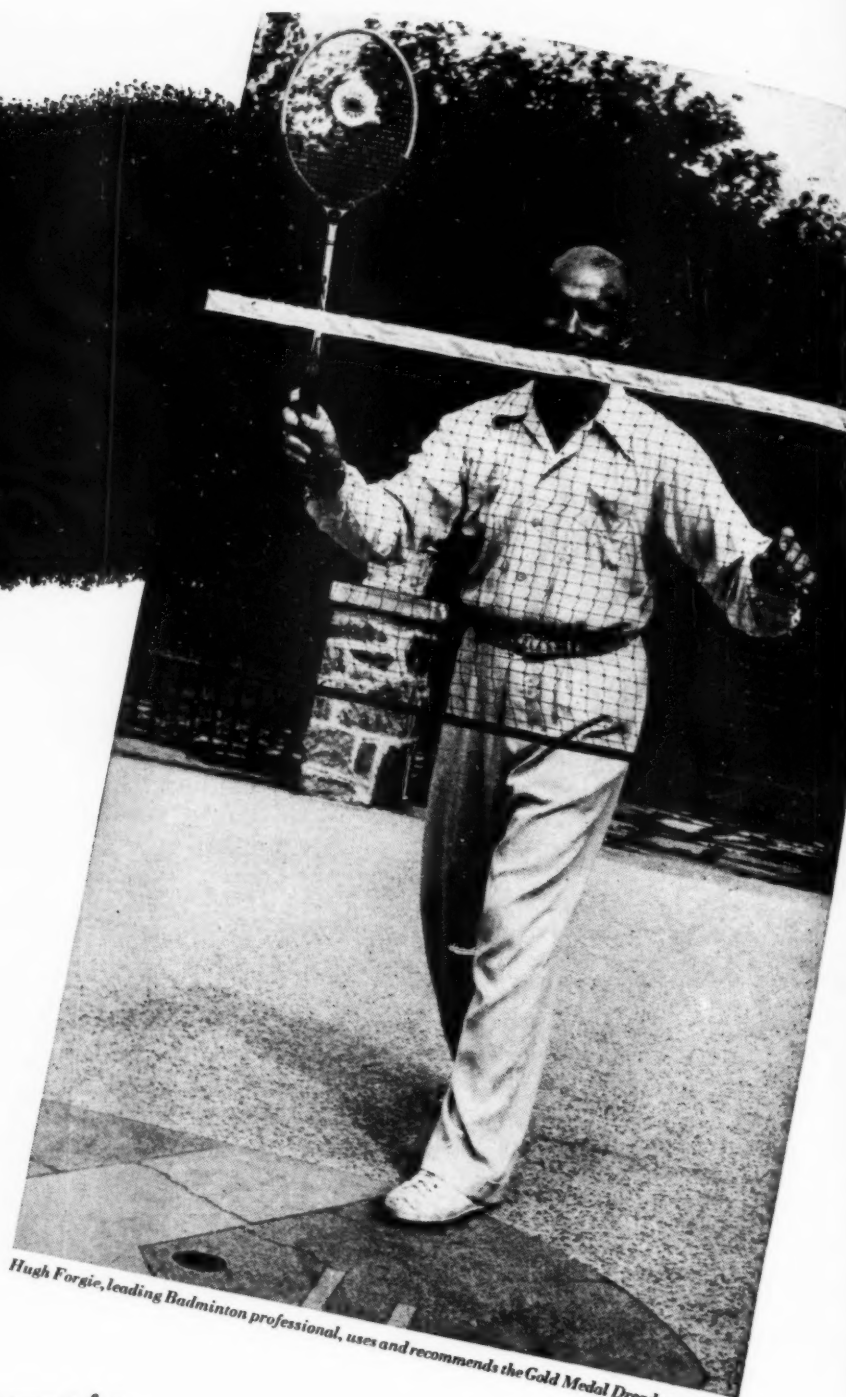
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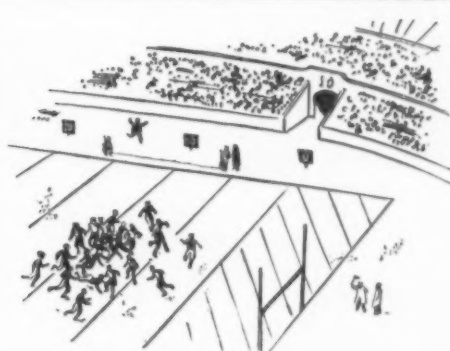
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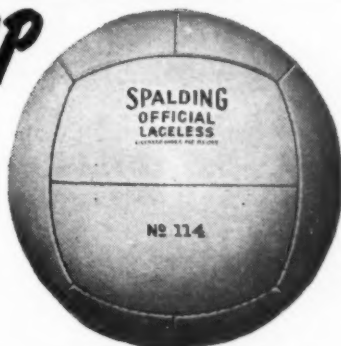
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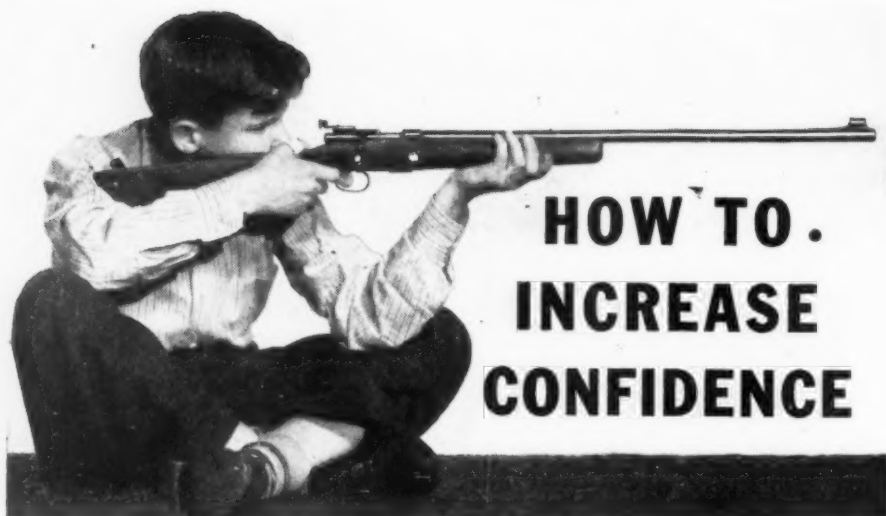
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SCHOLASTIC COACH

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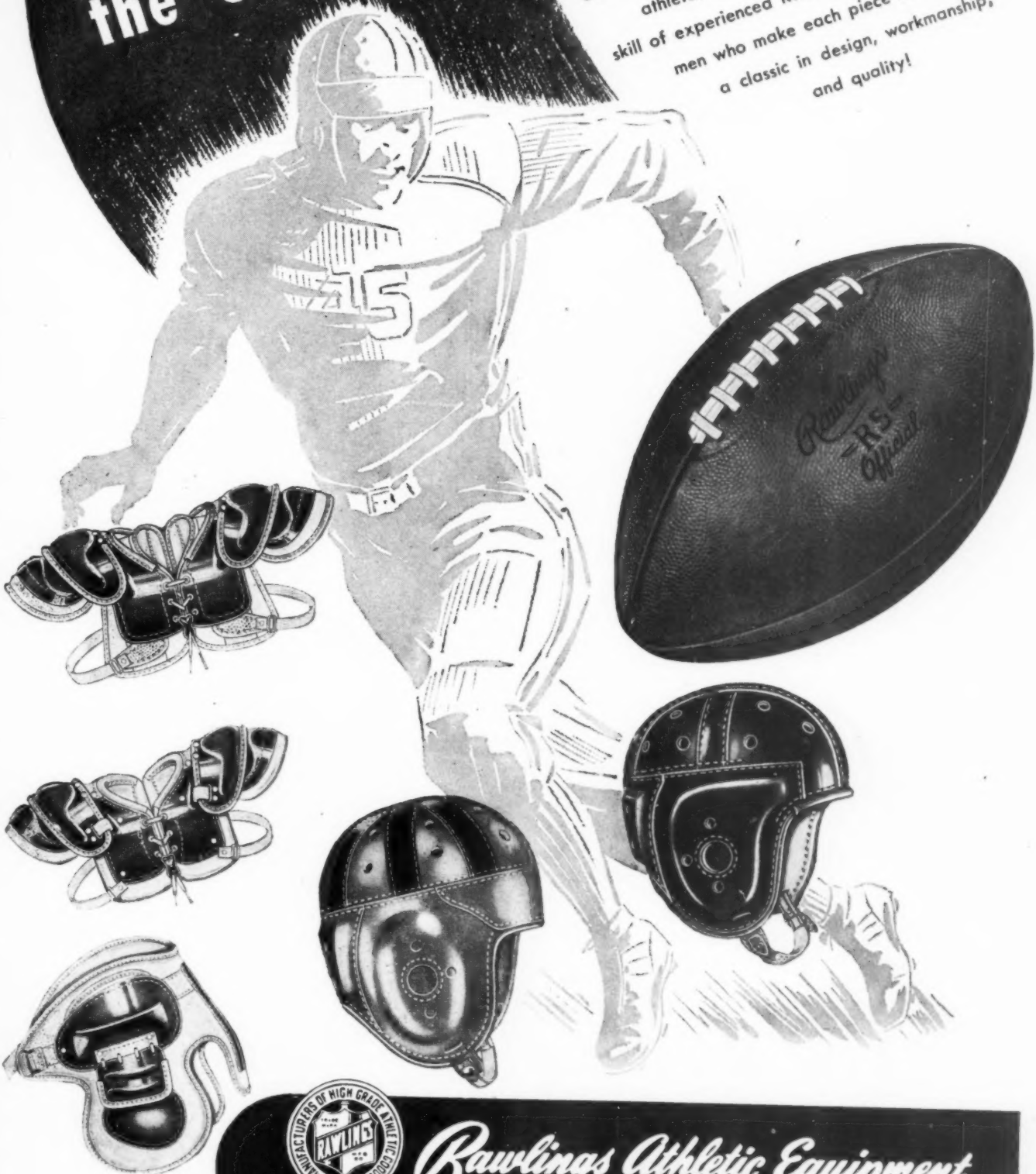
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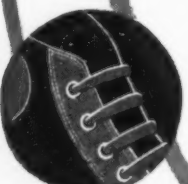
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The T and the boo

EVERY time Mr. Hannegan's swift couriers dump a sack of mail on our desk, we can be sure of two things: One, that the pile will contain at least one contribution from dauntless Ralph Hensley, of Chico, Cal.; and, two, that it will disgorge at least one new-fangled twist to the T formation.

Everybody seems intent on dressing up the T. What gives? Is the straight T getting a little threadbare? Is the defense beginning to catch up with it? Are variations needed to keep it potent? Or are our coaches just frustrated Edisons who tinker with formations just for the tinkering's sake?

Look at the gaudy garnishments we've been receiving—the Cock-eyed T, the Winged T, the Double T, the Unbalanced T, the Semi-T, and, now on page 44, the Adaptable T.

As you can see, the life of an editor isn't always a bed of rose bowls. These T capsules have us in a T-izzy.

Why do we continue to publish them? Because we've always believed our readers' contributions best reflect the current of the times. In short, we've assumed you coaches must like these fancy T concoctions and want to see more of them.

Are we offside on this? Our correspondence would indicate the reverse—that we've been getting away for some nice long runs. Take this note from Coach Orville Gregory, of Nevada (Mo.) High School, for instance:

"In the June (1946) issue, a short item about my double T formation appeared in *Coaches' Corner*. Since that time, nearly 25 coaches have written me asking for more information on this formation."

Then there's a billet doux from Coach Ray Dicharry, of McGill Institute, Mobile, Ala. After reading one of our articles on another odd formation, the triple spinner, he wrote this letter to the author, Bruce M. Fisher, of Bedford (Pa.) High School:

"Consulting the September 1944 issue of *Scholastic Coach*, I was carried away with your 'Sequence for the Triple Spinner.' I am more than sold on the idea. McGill runs from the single wing, and the triple spinner fits into the system like a glove. Any more variations of the same sequence would be of great interest to me."

Just as a point of information: Coach Fisher has now adapted the triple spinner to the T! (See "2-in-1 Offense" on page 9 of last month's issue.)

NOTICED anything ferocious about your game crowds these days? Have they been running wild? We know a period of restlessness accompanies every war. But that doesn't excuse the inordinate amount of rhubarbs and booing we've been having.

The late baseball season offers a perfect example. Can you recall a year that produced such a bumper crop of runs, hits and terror—with players, umpires and fans alike participating in the extra-curricular rowdyism?

You may say that's to be expected in baseball—that baseball has always provided a wholesome outlet for excess steam. But there's a difference between normal steam-letting-off and rowdyism. The latter is a plague that shouldn't be permitted to infect our school and college crowds.

So keep an eye on your student audiences. You can do a lot to promote spectator sportsmanship, in your gym, classroom and assembly talks.

EVEN the national tennis championships were afflicted by the plague this year. And that, brother, is a phenomenon. Tennis fans are supposed to have invented the word sportsmanship. To boo or not to boo has never been a question. The real tennis addict never even entertains the thought. When "drunk with choler," he has been content to whistle softly through his teeth.

Our tennis fathers have always been proud of this fact, and have done everything within their power to keep the boo away from their door.

Today, however, they are weeping in their trophy cups. The crowd at the national finals shattered their dream world, sent them home broken men.

At one stage of the Kramer-Brown finale, the effete Forest Hills Stadium could have been mistaken for the left-field bleachers at Ebbets Field.

Tom Brown, the fans' favorite, had been placing his shots deep to the baseline. At the crucial point in question, the linesman called two of Brown's shots out. Each time the crowd whistled softly. After the second whistle, the umpire lifted a regal mitt. "That shot," he announced sternly, "was out." Four words, no more, no less—the judgment from the mount. Take it and like it.

The crowd took it. The umpire settled back. After another spirited rally, Brown again stroked the ball long and low. And the linesman again signaled the shot out.

The crowd let out a louder whistle than before. And again his royal highness leaned forward. This time he was really miffed. "Will the audience kindly refrain from further emotional outbursts," he snapped, glaring at the customers in the cheap seats.

That was the cue for the crowd to hang their heads in shame. And normally that's what they would have done. They would no more have thought of whistling again than Roy Rogers would think of kicking a lady horse.

But this wasn't a normal crowd. It let out a razzberry that broke every A.A.U. record for height, depth and distance. The tennis fathers blanched. Their mouths fell open. Who could blame 'em? Hysteria was being made right there in the noon-day sun.

The bazoo continued for a full
(Concluded on page 64)



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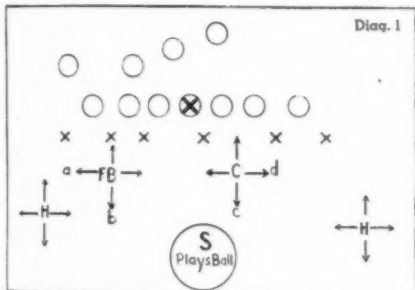
THEY SHALL NOT PASS



by DANA C. McLENDON

WHAT football coach hasn't had at least a half dozen "won" games wrenched out of the victory column by a last-minute touchdown pass? Sometimes the touchdown is a work of art—the yield of a sharpshooting passer, a glue-fingered receiver and a cleverly contrived play pattern.

Just as often, it is merely a desperation pass, which owes its success to a chink in the pass defense. This weakness in pass defense is a universal failing. How many teams successfully cope with passes week after week, season after season?



Pass defense, admittedly, isn't easy, especially against good throwers and shrewd play patterns. Another thing to remember is that coaches are spending more and more time on the passing game.

For this reason, the coach who expects his boys to knock down a fair share of passes should allot at least 30 minutes a day to this vital aspect of the game. The individual player must be given a rigid course in preliminary, basic and advanced pass defense; then have his knowledge coordinated into several team defenses.

We start our training in pass defense with a course on speed. The entire squad is subjected to daily wind-sprints of 10 to 50 yards, and each practice is topped off with several competitive 120-yard relays, using footballs for batons.

We try to pick up any movement or mannerism of the opposing center that will give our linemen a split-second advantage. The linemen are given lengthy drills in speed charging, moving like shots across the line on the snap of the ball.

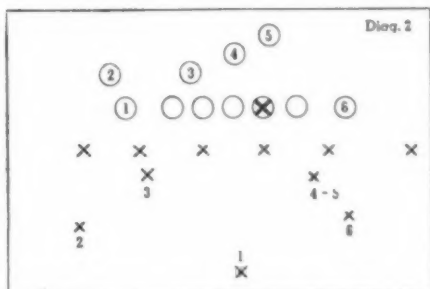
Our basic pass defense is outlined in **Diag. 1**.

Fullback. First duty is to protect flat. If no receiver comes into flat zone (a) he covers territory (b), etc.

Center. Covers (c). If no receiver enters, covers man in (d), etc.

Halfback. Covers deep, in front and to the sides. If two receivers come out, he takes the deep outside man. Takes the deep receiver in a deep-shallow combination. He must keep between the goal line and the receiver at all times.

Safety. Plays his territory. Picks up any receiver coming into it. After ball is thrown, he plays the ball, trying to intercept. If two



players are going for ball, it is safer to knock it down.

Certain developments may cause temporary changes of assignments in our pass defense. The linemen may charge known receivers, checking them momentarily or throwing them off stride on the way to rush the passer.

If necessary, we drop an end or guard back to bolster the secondary. These men must first protect

Dana C. McLendon's theories on pass defense are predicated on over ten years of coaching experience, during which time he has produced four undefeated and untied teams, three state champions, and six conference winners. The Albany, Ga., coach believes pass defense requires the most careful coaching and is one of the most difficult phases of football to teach.

their territory, then drop back without losing sight of the passer.

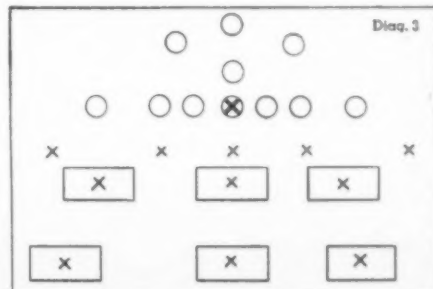
Since we usually play a shifting defense, it is quite easy to vary our defense from a 6-2-2-1 to a 5-3-2-1 or any other combination.

In the closing minutes of the game, when the opponents are throwing passes all over the field, we instruct the ends to rush the passer, the tackles to charge through and check receivers, and the guards to fade back to protect territory. Or we may have an end and guard fade back.

We frequently rearrange our pass defense to put our best defender on the opponents' best receiver, or have one man play him man-to-man while the other men play zone. As the star receiver races into a zone, the particular defender assists the player covering man-to-man.

There are many other possible pass-defense alignments. Several are outlined in the diagrams.

Diag. 2 shows a man-to-man defense; **Diag. 3** a zone set-up against a T system; and **Diag. 4** a defense against a man in motion. When the motion man commits himself, the defensive line shifts from a 6 to a





5, with the strong-side end dropping back to become a backer-up.

Spread formations are tough to meet, especially if the defense isn't prepared for them. Whenever a spread is pulled unexpectedly, the only thing to do is to wait until the opponents are aligned, then call time out, collect the team and cover man-to-man.

Always balance the strength. **Diag. 5** shows how to meet a spread with a zone defense. The line shifts from a 6 to a 5. The backers-up cover wider, with the left backer-up moving wide and the middle and right backer-up shifting to their right. All backers-up play a yard or two deeper.

The halfbacks drop back about 11 yards, while the safety plays slightly deeper.

Linemen. The idea back of our drill stems from the hoary maxim: "The best defense against a passer is rushing him." There is considerable skill involved in rushing a passer properly. For example, the reckless end who cuts in too sharply will find an alert passer circling his flank for sizeable gains. Eric Tipton, of Duke, was a master of this form of chicanery.

KNEE BLOCK: A good stunt with which to follow up a missed shoulder or cross-body block on guard or tackle. On snap, the blocker drives his inside knee between opponent's legs and throws body across latter's knee and leg. Head stays up and right arm drops close to opponent's shoe. By exerting pressure on defender's pinched leg, the blocker brings his man down and completely out of the play. Blocker stays on top.

A tackle or guard who blunders in wildly may discover too late that he has baited a mouse-trap. Frankie Sinkwich employed a fake pass play of this type with devastating effect at Georgia.

Georgia Tech has also used a shovel pass with success against linemen with tendencies to overcharge.

In our efforts to safeguard against this fault, we set up a defensive line with a dummy secondary against an eleven-man offensive unit. The offense use a mixture of pass plays, fake pass plays and shovel passes.

The defensive ends are instructed to rush the passes from the outside, being careful to avoid cutting in sharply enough to be circled. The tackles rush more to the inside, watching for trap plays from the inside. The guards rush straight on, also being alert for trap plays.

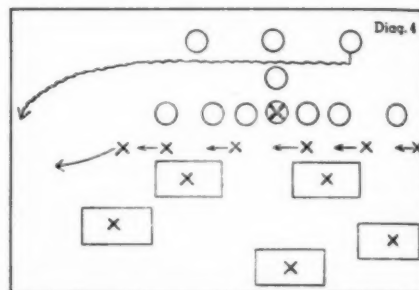
Ability to diagnose pass plays, fake pass plays, etc., can be greatly improved by concentration on drills of this kind.

We want our lineman to treat the passer as a ball-carrier so long as he has possession of the ball, to drive in with the idea of making the tackle. Here is where hard, fast

charging pays its greatest dividends.

Remember, the more time a passer has, the more accurate and longer the pass. By the same token, a receiver can go only as deep as a passer has time to pass. Vigorous rushing followed by a smashing tackle has taken the edge off many a passer's aim.

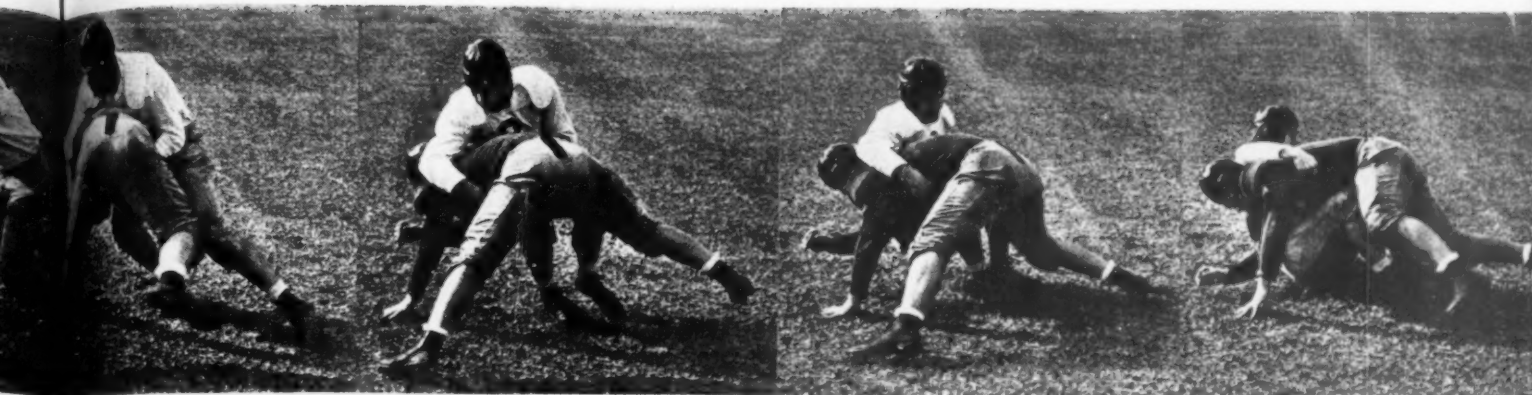
The linemen should also be given plenty of drill on faking and eluding, as well as on smashing through, the pass protection.



The linemen can use the forearm shiver, forearm lift, dip charge, power charge, feints, and fakes to draw the protector out of position and to provide the rusher with an opening to dart through.

Upon entering the opponent's backfield, the rusher must be alert for fakes and trap plays. If he senses a trap play, he should smash low and to the inside to close up this lane. He can fake these protectors out of position or smash through them to the passer. The im-

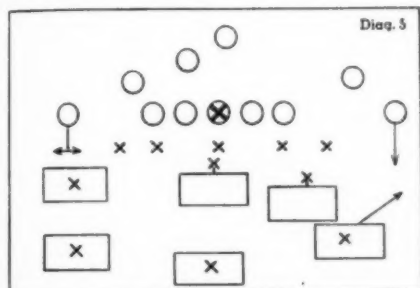




portant thing is to avoid wrestling with the pass protector. This is exactly what the latter wants since it creates delay.

If the passer releases the ball before the rushers can tackle him, he should be blocked to the ground unless he is clearly out of the play. Roughing a passer is a violation. Knocking him down fairly is good football.

The lineman's effectiveness in rushing the passer may be increased by study of the opponents' line blocking on pass plays.



When four receivers are sent down, the blocking is usually one-on-one, with the center being responsible for a man. In this situation, the passer can be effectively rushed through the middle.

If the guards pull back into their backfield, an alert defensive guard may be able to beat the blocking tackle to the charge.

If the opponents put their center and two guards on the defensive

CROSS-BODY BLOCK: From a tripod stance with tail low, back straight, head up and weight over balls of feet, the blocker drives low and hard at opponent. He ducks under his arms and throws body across his mid-section. The right leg is swung wide around opponent, pinching him off from play. The hitting action of shoulder, hip and side then combine to bowl the defense man over, the blocker hitting ground on top.

All photos from "Blocking in Football," produced by Encyclopaedia Britannica Films, Inc.

guards, the blocking is usually weaker against the rushing ends and tackles.

If the opponents do not have fake pass plays, the linemen can rush with less caution since they have little to fear in the way of tricks.

Backers-up. We instruct our linemen to "Play, then look" and our backs to "Look, then play."

When the play develops, our backers-up pause momentarily to avoid committing themselves too soon. They continually study the offense for tip-offs that might indicate a pass. Some of these tips are:

1. Ends and backs going out.
2. Guards pulling out deep, rather than shallow and parallel to the line as on running plays.
3. Action of passer such as glancing over field prior to pass, wetting fingers, etc.
4. Stationary blocking in line.
5. Ends or backs shifting stance or raising up.
6. Down and distance.
7. No middle linemen filtering through to block.

Like all coaches, we want our backers-up to come up fast to meet running plays through the line; and

to move toward the line rather than parallel to it against plays to the outside.

We work constantly on our backers-up in an effort to get them to size up the play—if it is a running play, to come up fast; and if it is a pass, to pick up immediately the man coming into their zone. There is no magic short-cut in this course on diagnosing plays. It is a matter of drill and more drill.

We have found that the ability of the backers-up to diagnose plays is increased by thorough familiarity with the types of plays that may develop from a formation or sequence.

For example, take a spinner play from the single wing. The fullback can hand off the ball to the wing back, the tail back, the blocking back, either end, or he may retain it himself. A run or pass can develop with any of these men carrying or receiving.

Despite these possibilities, the primary responsibility of the backers-up is to protect against a possible spinner with the fullback carrying. From then on, they react as the play

(Continued on page 46)



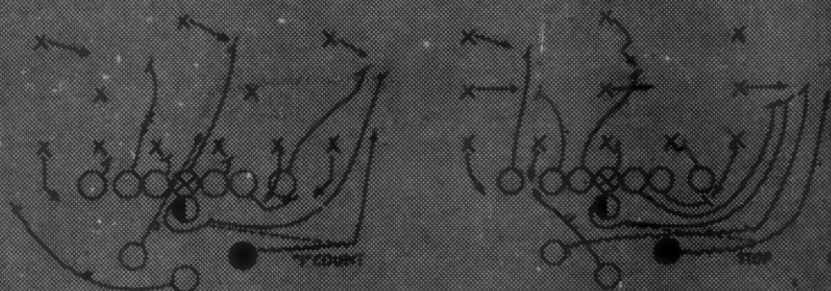
T plays

LAST month we outlined the basic components of the T formation, based on the Chicago Bears' method of execution. We now offer, as a logical follow-up, a fairly extensive play repertoire.

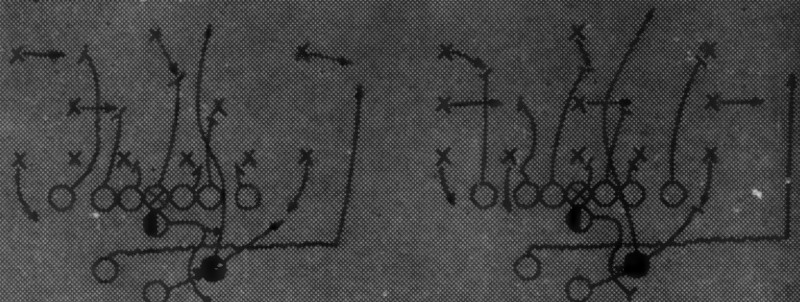
On these two pages, you'll find a series of 13 plays for all occasions. In each case, the play on the left is designed against a six-man line. On the right, the same play is shown against a five-man line.

It should be remembered that many teams do not cover the man in motion in the same manner on every play. Hence, before changing assignments, determine first what sort of defense is being played against you.

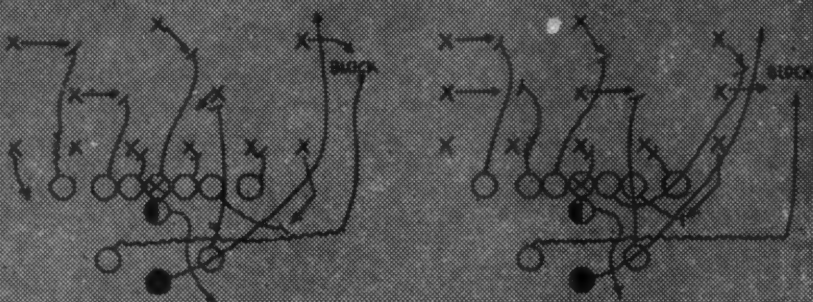
LATERAL TO R.H.



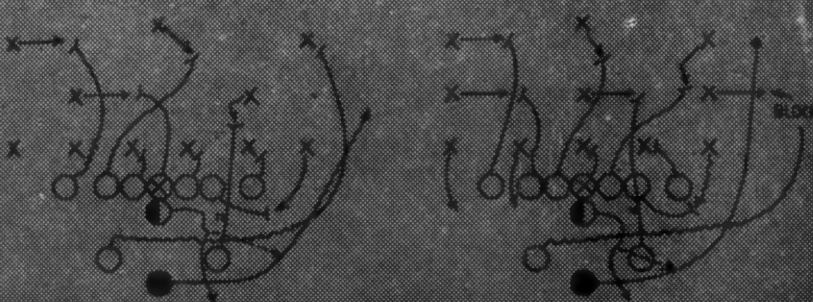
R.H. QUICKIE



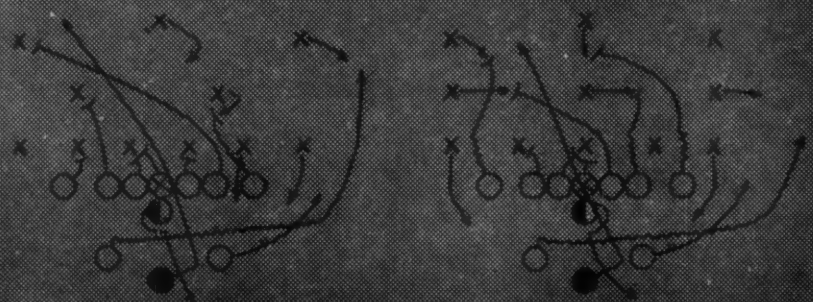
R.H. OUTSIDE TACKLE



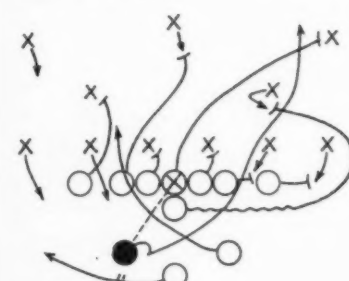
R.H. END RUN



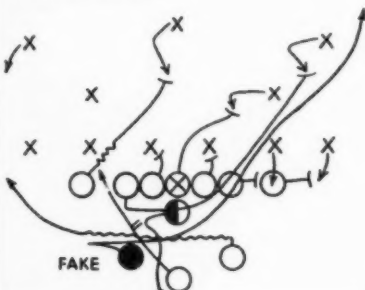
R.H. QUICK OPENER



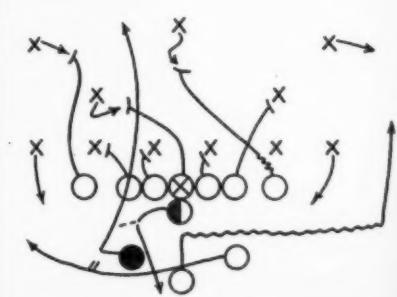
Q.B. IN MOTION



L.H. COUNTER



L.H. QUICKIE

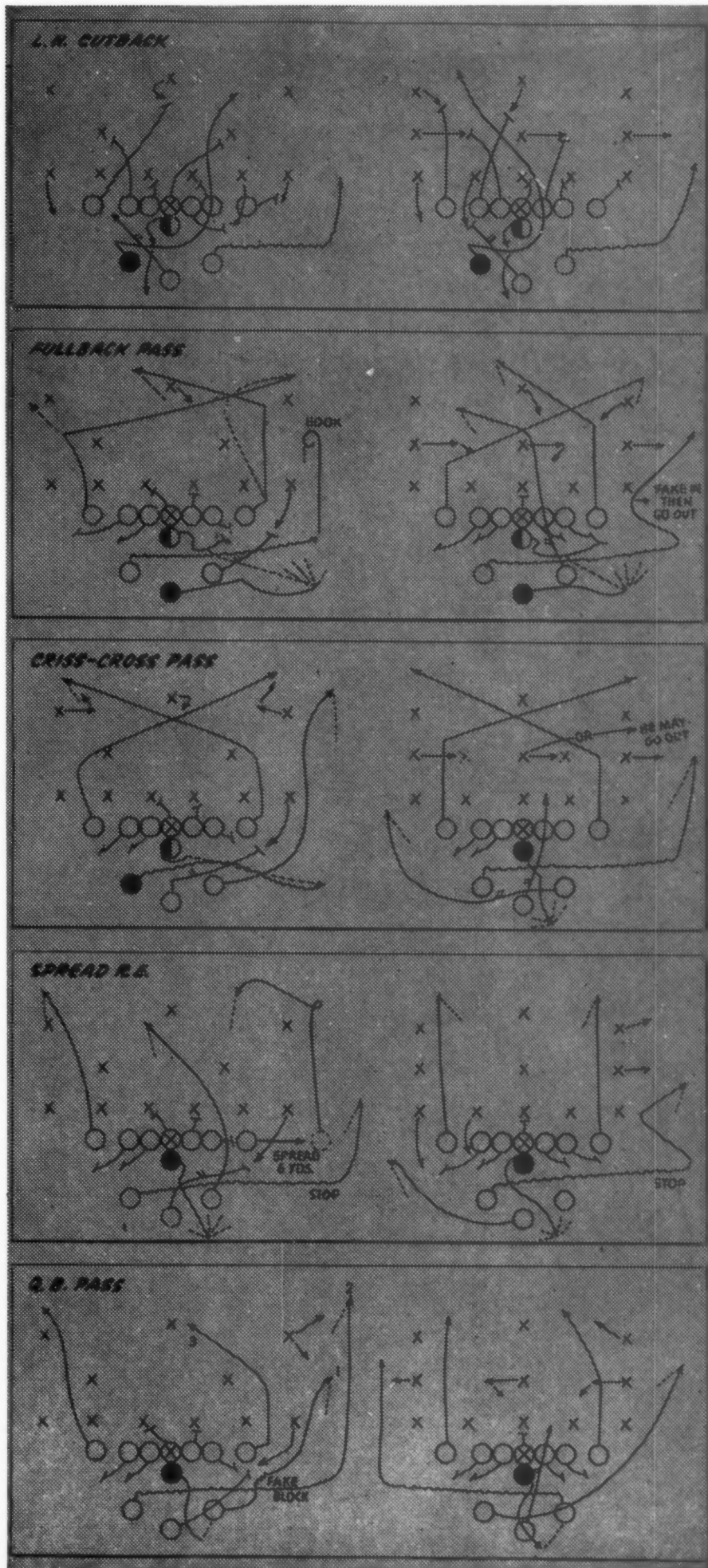


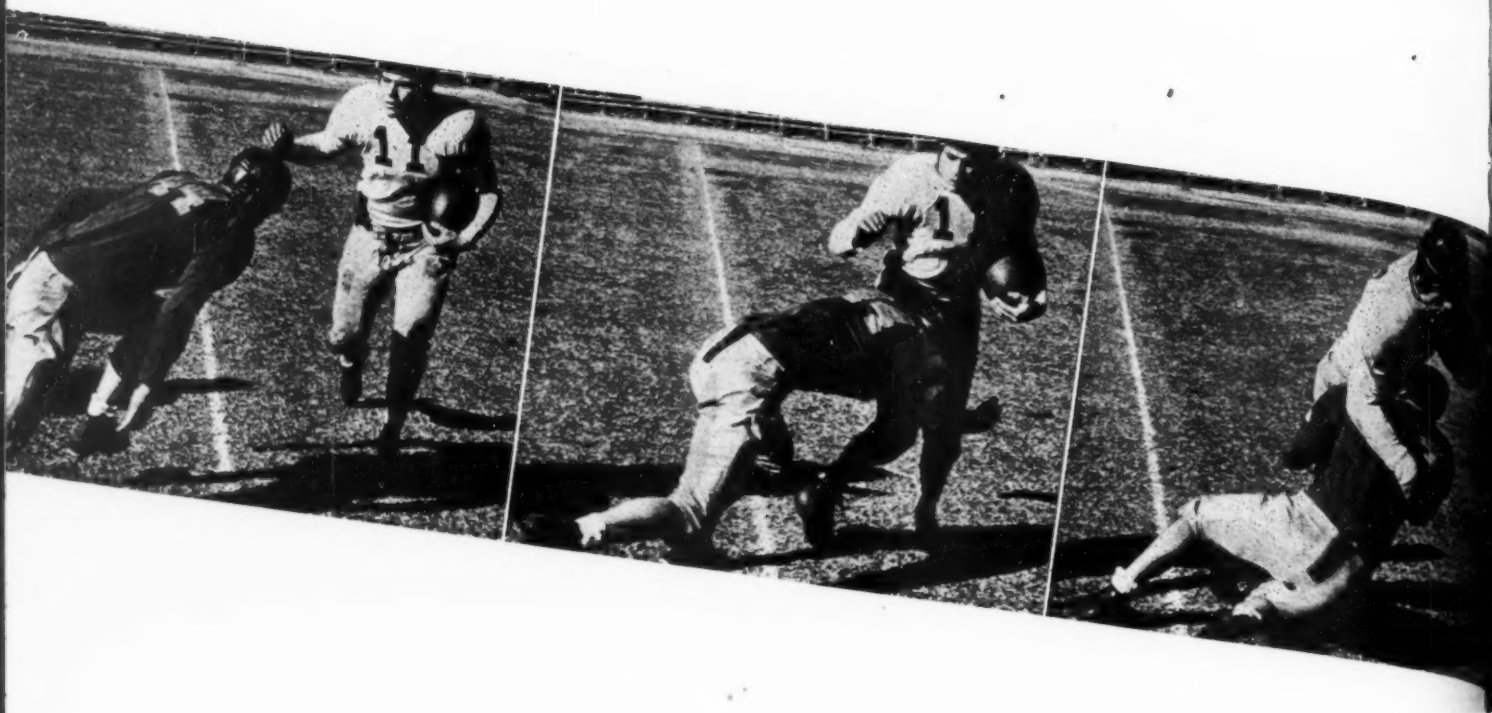
ly8ears' style

by **GENE RONZANI**
and **ARMAND LEMBO**

A final word of caution: The T *per se* doesn't produce winners. You must have the right kind of material to implement the T, and you must work constantly on it. The wise coach employs just a few plays the first year; then adapts his formation to his material.

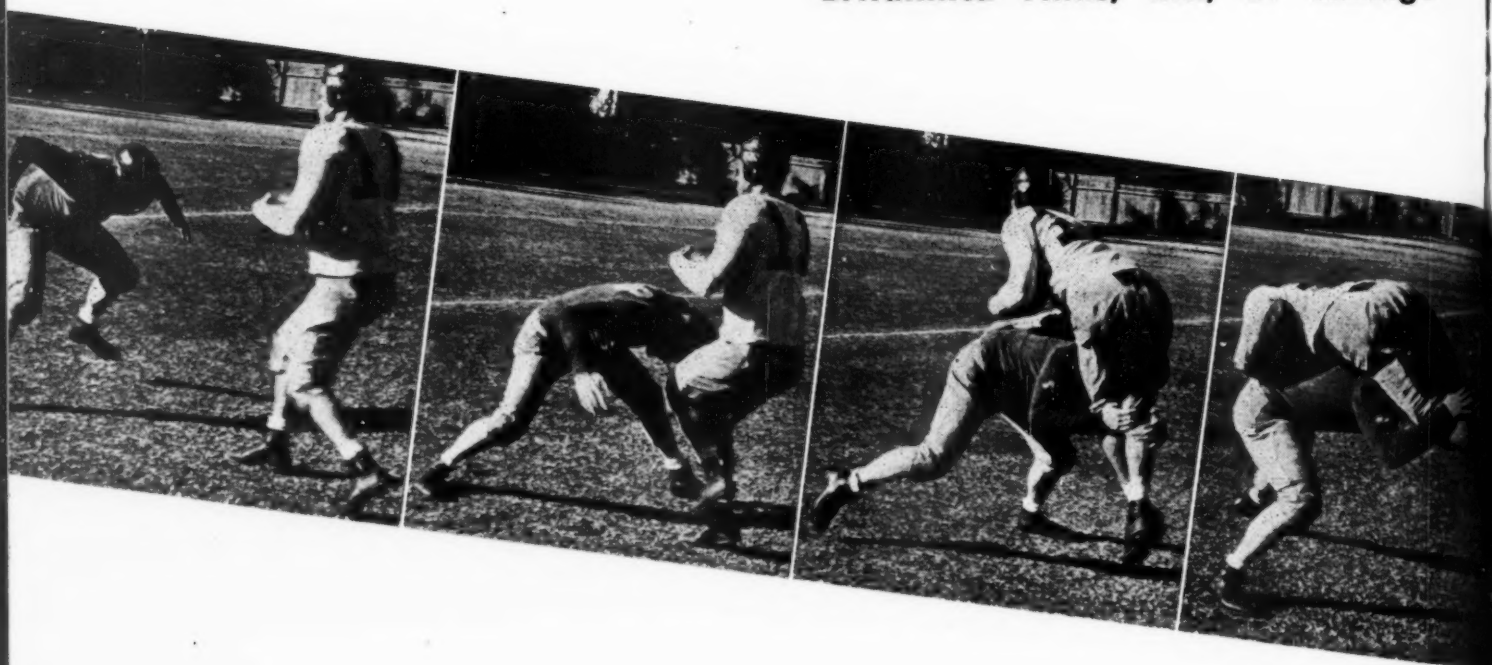
A well-coached team, proficient in the fundamentals, is tough to beat even if its plays are not too well-conceived or mastered. Too many coaches neglect the important fundamentals to spend wasteful hours on fancy play concoctions.





TACKLING

Sequences from 16-mm. film, "Tackling in Football"
 Produced in sound by Encyclopaedia
 Britannica Films, Inc., of Chicago



THE SHOULDER TACKLE

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THE CROSS-BODY TACKLE



NOTHING takes the starch out of an offense better than clean, savage tackling. Hard tacklers are poison to the shiftiest and most powerful of runners. As demonstrated in the accompanying action sequences, there are seven essential elements: (1) Eyes open; (2) Head up; (3) Bull neck—if head is bent at contact, player may injure neck; (4) Get close to ball-carrier before attempting tackle; (5) Drive through the man; (6) Encircle him with arms and pull him towards you; (7) Relax upon falling, preferably upon carrier. In the cross-body tackle, the defensive man throws his body across the carrier's thighs and grabs his knees. He tries to feel the opponent's knees at his chest. He then continues the natural roll of the body and twists the runner over him. In the shoulder tackle, the player drives his shoulder straight ahead into the opponent's thigh. At the same time, he encircles the latter's legs and pulls them to him. He keeps driving with the legs, using choppy strides and lifting with the arms. Common errors to avoid in tackling are closing the eyes and failing to hit the runner with the shoulder. Neither a blind tackler nor a fellow who uses only his arms gets his man very often. The idea is to keep the eyes open and drive hard.



by EVERETT DEAN

Get ready for Basketball!

WHEN you remember that basketball enjoys a longer season than any other major sport, that the boys play at least twice as many games, and that the sport exacts a greater physiological toll than any other—the value of a careful conditioning and training program becomes readily apparent.

Detailed practice schedules are useful only as guides. The wise coach will adapt his regimen to the available personnel and to the changing needs as they arise.

For this reason, the writer will make no attempt at a detailed training program. A few general tips on the salient points should serve to direct attention to the essentials.

Thanks to the ever-growing intensity of basketball, coaches have been starting practice inordinately early—where state rules have permitted. This is a mistake. Since the basketball season is the longest and toughest of all seasons, too much early training may eventually lead to staleness.

Practice should not be started before October 15 or, better still, November 1. Make sure to give every candidate a thorough physical examination. No one with a weak heart should be permitted to play.

Endurance and stamina are vital in basketball, and everything must be done to develop these qualities. The boys must be sold on this conditioning work so that by the first week of December, they are ready to play a complete game.

Proper training rules must be strictly followed. These, briefly, include: no alcohol, no tobacco, no irregular hours or overeating. The team captain may help enforce these rules. But each squad mem-

A former high school coach of the highest standing, Everett Dean of Stanford is now considered one of the greatest coaches in college basketball.



ber, through team spirit and desire to win, must willingly live up to them.

Through passing, shooting and dribbling drills, the ankles, legs, arms and hands can be gradually brought into shape.

A chart may be used to check the weight of each player before and after practice. Build the boys gradually, giving them all the same type of work. About 15 minutes a day of the proper calisthenics will help in the early conditioning; later these may be discarded.

The quick stops and starts, changes of direction and continual running place a great strain on the feet. So it will behoove the coach to watch the boys' feet carefully throughout the season. Tincture of benzoin is an excellent skin hardener. Each player should have his ankles wrapped for practices. Those with weak ankles should have them taped for games.

Be careful of colds. Many players are careless about drying their hair and rushing out after practices and games. A shower cap is a big help here. The boys should be advised to pay immediate attention to colds and should not be worked in practice.

Colds destroy vitality, and players with weakened resistance often wind up with bad illnesses. Floor burns, scratches and all types of minor injuries should also be reported immediately. The most trivial of scratches may produce an infection if not treated immediately.

Early season practice should be about two hours in length, with an hour and a half of this time devoted

to offensive and defensive fundamentals. Once the fundamentals are learned, more time can be spent on team play—both offense and defense.

Avoid too much scrimmage. These can be confined, most of the time, to half the floor. Overwork is more dangerous than underwork. A physically tired squad can never give its best.

Once the squad has rounded into shape, great care should be taken to maintain it. During the season, the practices can be cut down to an hour or an hour and a half. The sessions should be varied to maintain interest. Rest periods are of great value, and refreshing ice cream is always welcome.

On game days, the players should get as much rest as possible. An afternoon nap, followed by a 10 to 15 minute walk, is recommended. A light meal should be eaten no later than two hours before the game.

Your team should enter the game cool and confident. Championship teams are noted for their poise. A poised team is thoroughly relaxed, has initiative and a determination that is hard to beat.

Confidence should not be confused with over-confidence. Cocky teams and players usually lack aggressiveness, are self-satisfied and, therefore, cannot produce their best.

This mental condition has a lot to do with success in state tournaments. No opponent should be taken lightly. The players should learn to take only the advice of their coaches; to ignore their many well-wishers and game prognosticators.

(Concluded on page 36)

When it's NOKONA

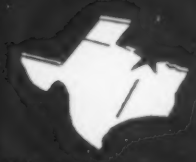
IT'S RUGGED



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but the Best*

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Michigan State's Flying Z

by CHARLIE BACHMAN



MANY of our great inventions are the result of accidents or of someone's mistakes. A few of my plays and many of my ideas on football have been the result of some player's error.

In preparation for our opening game against Michigan in 1942, we were reviewing our offense in dummy scrimmage. I happened to be standing behind our right defensive backer-up. On a half-spin play designed as an end run for Dick Kieppe, our left halfback, I momentarily lost sight of the ball. I asked Joe Holsinger, my backfield coach, "What happened on that play?" He replied, "Edo ran the wrong way."

Edo Mencotti, our sophomore fullback, had misunderstood the signal. Instead of running behind Kieppe and faking to receive the ball, he had run in front with his hands extended to take the ball for what he thought was a fullback buck to the weak side.

A rehearsal of the play showed how the ball had been screened from me—and gave me an idea. Using the principle of a fake by the fullback into the line, we ran our end run and wide reverse that way the rest of the season.

In the spring of 1943, with only a very limited time for practice, we began making plans for spring practice with the thought of eliminating all the frills in our offense. First we dropped the shift. Then we decided to use our formation with the backs only to the right side, and finally we began thinking along the line of eliminating spinner plays entirely because of the time-saving element.

At this point, I remembered our "wrong way play" of 1942, and the thought occurred to me—why not build our entire offense on the threat of the fullback hitting the line on each play.

Whenever one makes a radical change, he immediately looks about for supporting evidence. I remembered that when teams became proficient in the use of the forward pass and we changed our defense from a seven to a six-man line to combat it, the center was taken from the line to make an extra line backer.

I always felt this created a weakness between the guards, and that

spot has always provided me with a good point to pick up yardage.

I also remembered Fritz Crisler mentioning the point that Mr. Stagg, his coach at Chicago, based his offense on the plays inside and outside of the defensive strong-side guard, on the theory that these two defensive spaces could be reached the quickest.

I also recalled hearing Tad Weiman say, "Probably the best way to keep teams from using 'screwy' defenses is to have a big, hard-hitting fullback put frequent pressure between the tackles."

In 1935, I saw Slip Madigan's Santa Clara team use an end run with the fullback faking into the line while the ball passed through

This treatise on the Flying Z offense, perfected by Charlie Bachman of Michigan State, was delivered by Coach Bachman at the 23rd annual meeting of the American Football Coaches Association (college) in St. Louis on January 9 and 10.

his extended hands to the tailback. Paul Brown's Ohio State teams also used this play with success.

With such supporting evidence, I felt I would be justified in building an entire offense on this theory.

Our offense is run from the familiar balanced line and the old Notre Dame box with slight variations in the position of the backs. The right halfback lines up two and one-half yards back of the line of scrimmage and about one and one-half yards away from our tackle.

This places him in a position to block the defensive end and tackle, to carry the ball on reverse plays without being in motion and to help as a blocker ahead of the ball on delayed plays over the middle of the line.

Our quarterback is two yards back and in the seam between the right guard and tackle. Our fullback lines up two and one-half yards behind the quarterback, and the tailback is on a line with him and directly behind center. The ends position themselves as in the normal Notre Dame formation.

On each play, except the fullback spinner, the fullback takes one step forward and either receives the ball or permits it to pass through his extended hands to the tailback. The quarterback may also receive the ball direct from center for sneak plays into the line.

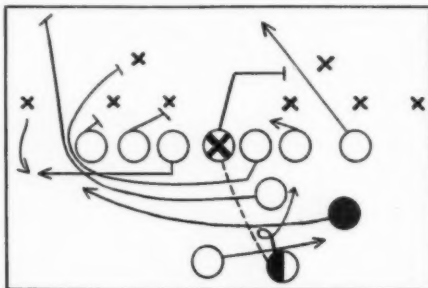
If the fullback carries the ball, he can hit every defensive space except outside the strong-side end. To go outside the strong-side end, the ball is lateraled by the fullback to the halfback.

When the ball goes to the tailback, he carries it in the same way and on the same plays as in the regular Notre Dame formation. The fullback, however, after carrying out his fake to receive the ball, continues on as a blocker or a pass receiver. On reverse plays, he becomes a screen to hide the ball-handling.

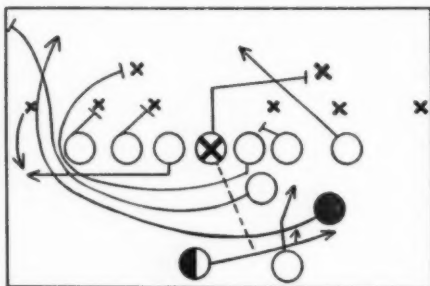
As I have stated previously, our idea was to devise an offense that

(Concluded on page 54)

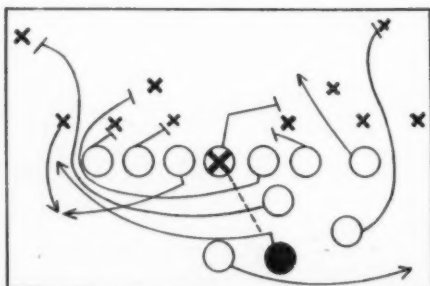
REVERSE SERIES



36A



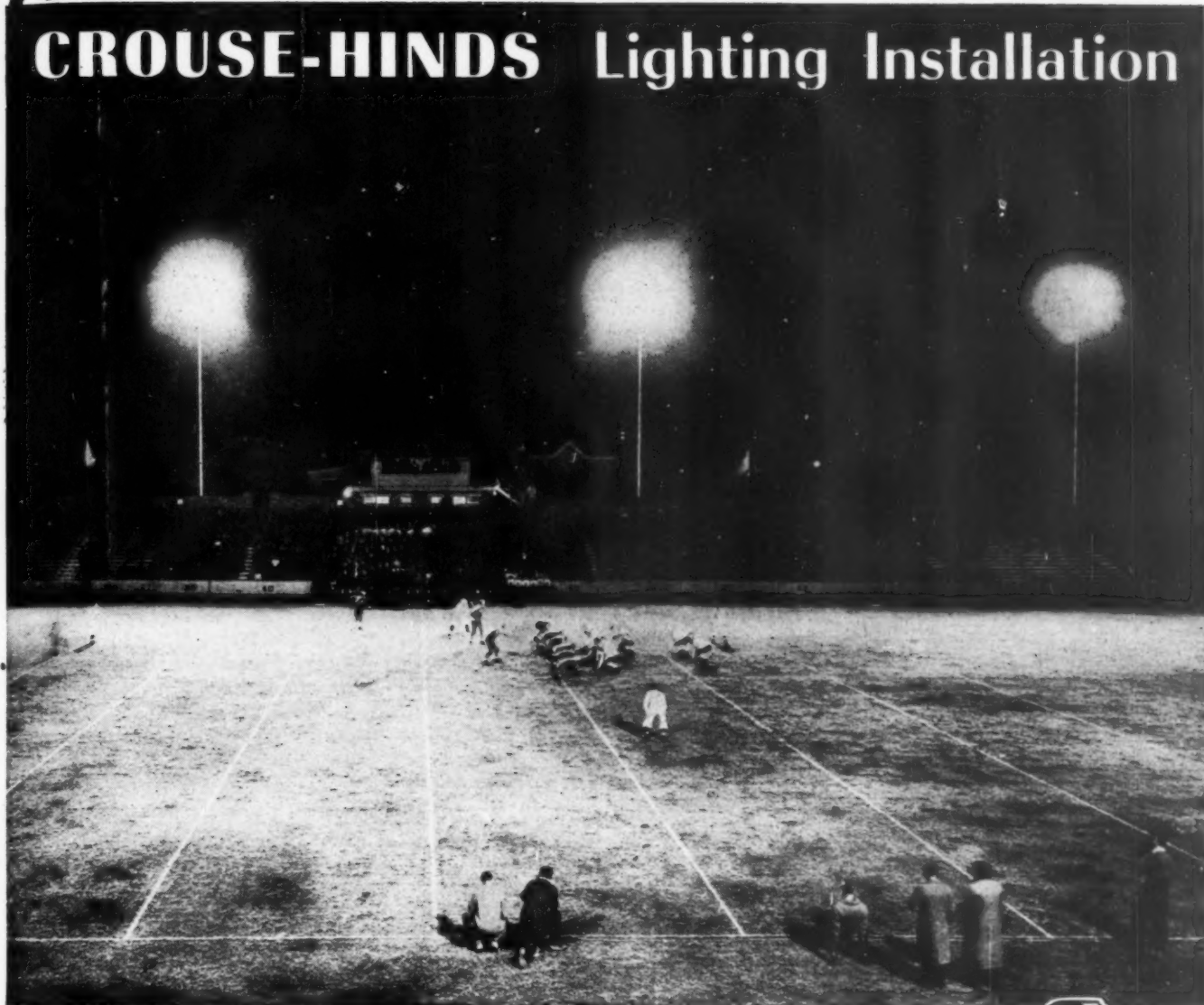
36B



36 Spin

NOW is the time to plan your

CROUSE-HINDS Lighting Installation

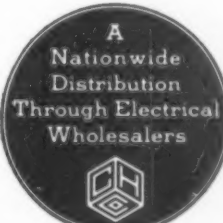


.... for next season's games

Under present conditions it pays to be far sighted in planning sports lighting. Right now is none too early to lay plans for next season's lighting in order to avoid possible disappointment later on.

Crouse-Hinds lighting engineers have been planning the lighting of athletic fields large and small ... ever since the beginning of sports lighting, and this long experience is at your service. They will gladly recommend the proper selection and arrangement of floodlights for any application. Send drawings and details. Bulletins covering NEMA standard plans for the lighting of baseball, football, and softball fields are available.

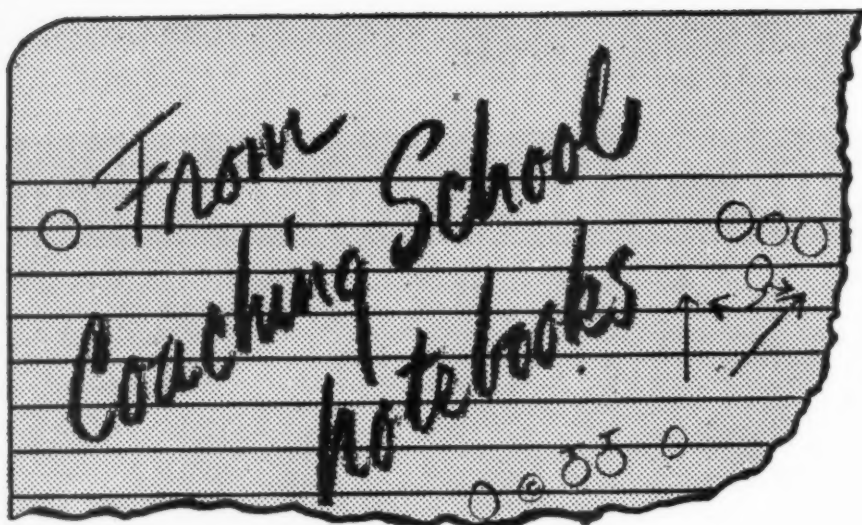
By acting promptly you may be able to have your lights installed in time for Spring football practice.



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DANA X. BIBLE

Reported by Standard Lambert
Austin (Tex.) High School



ANYONE who thinks this is just another "tall tale from Texas" can check Secretary Bill Carmichael's books—but, anyway, 862 coaches attended the Texas High School Coaches Association's clinic at Corpus Christi to hear Dana X. Bible and an all-star lineup of lecturers, talk football.

The Association also inaugurated an all-star basketball game in which the "North" shaded the "South," 34 to 33. But the Yankees (Texas brand) evened the score on the gridiron when Ray Eliot's T-formation squad licked Dana X.'s single and double wingers, 20 to 13. The 12,000 that witnessed the grid affair set a new record for the all-star game.

Mr. Bible, the master teacher, constantly mopping his nude dome and fretting because he never had time to complete a lecture, covered the game in his characteristic thorough manner.

As one coach put it: "If you get only one thing from Dana X. Bible—his organization—you've got more than your money's worth."

Organization. I. Skeleton outline of daily and weekly organization.

1. **Monday:** Review previous game; chalk talk outlining the day's practice session; practice.

2. **Tuesday:** Begin thinking about Saturday's opponent in chalk talk; defense.

3. **Wednesday:** This is the rough day, scrimmage offense and defense.

4. **Thursday:** Dummy scrimmage for offense and defense; a great deal of running to work out soreness acquired Wednesday; pass offense and defense.

5. **Friday:** Short review first on the blackboard and finally on the field. Be careful not to overwork the squad. More boys are overworked and overcoached than underworked and undercoached.

II. Pre-game meal—served three hours before game time. It should consist of meat, toast and tea or an orange for the nervous ones who can't eat.

III. The game.

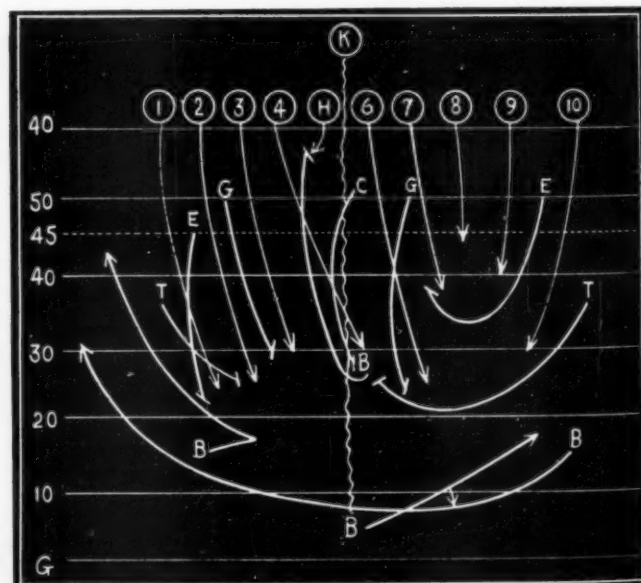
1. Get squad on field 30 minutes before game time. Have warm-ups organized, starting with calisthenics for whole group. Then have the linemen and line coach work together while the various backfield specialists work in previously assigned groups on their specialties.

2. Pre-game remarks. Have something timely to say to the team before going on the field.

3. The "bench" should be organized for greatest effectiveness with the field generals and the most likely substitutes near the head coach and the linemen near the line coach.

RETURNING the KICKOFF

If kick goes down middle, deep back runs to his right and gives ball on reverse to right halfback who runs down left sideline.



4. Between the halves.

(a) Spend the first six minutes getting in physical condition for the second half, with the non-playing substitutes helping.

(b) Spend the next six minutes giving some sound advice.

(c) Use the last two minutes to bring the boys together, probably with a previously prepared timely comment or remark. Boys react to encouragement quicker than to caustic criticism—however, there is a time for the latter.

5. After the game. This is not the time for alibis. Be very careful not to shift responsibility on some boy. If the game did not turn out right, probably the best thing to say is something like this, "They played better than we did, they blocked better and ran faster; and during the coming week we must work to bring ourselves up to their standard." On Monday, when things have cooled off, criticisms are in order.

Generalship and Psychology. I. Selecting the quarterback. He must have the following qualities:

1. Intelligence—to understand theory and remember instructions.

2. Courage—to gamble when it is necessary and not to flinch under fire.

3. Confidence of the rest of the squad—to get the maximum from them.

II. In calling plays, the field general might keep the following points in mind:

1. The success or failure of the plays called previously. Use those that are working.

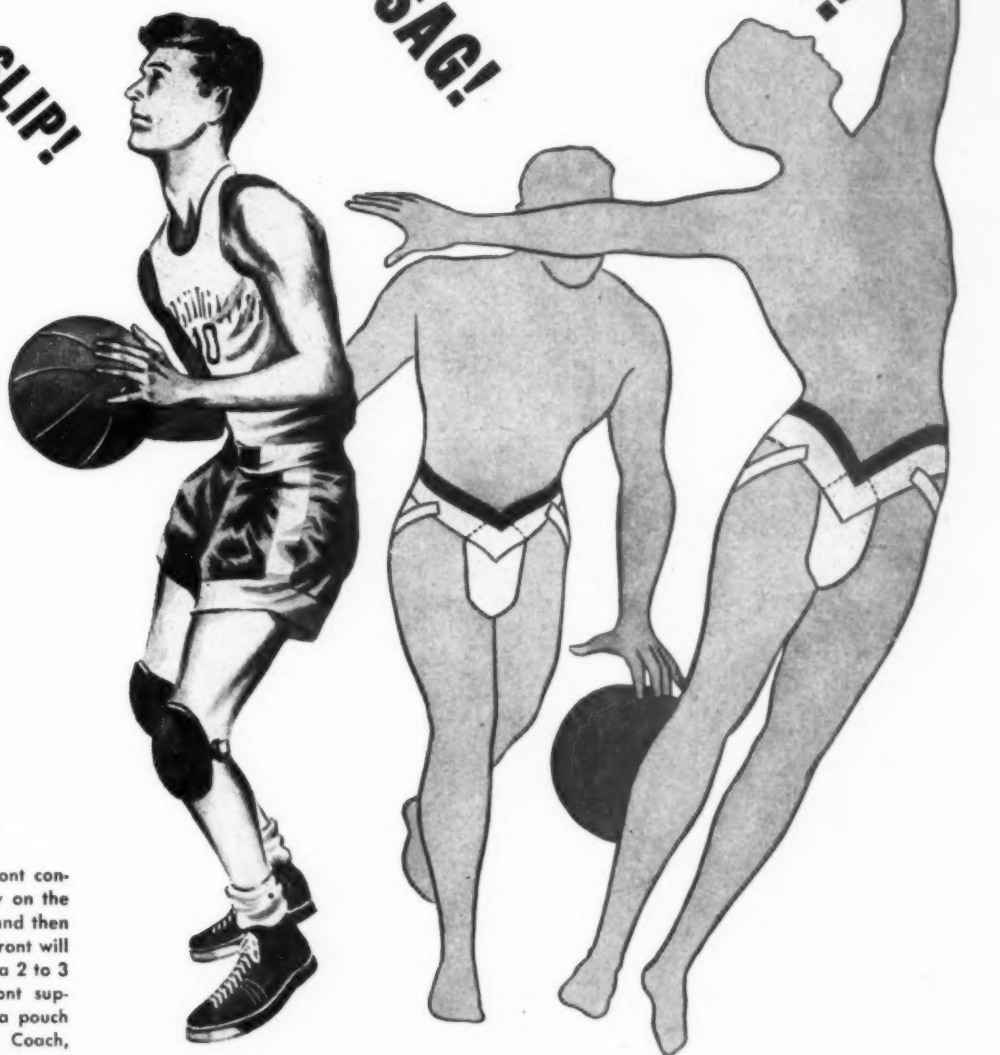
2. How opponents play.

(a) The individual play of each position. Much of this will come from scouting reports. (Continued on page 20)

NO SLIP!

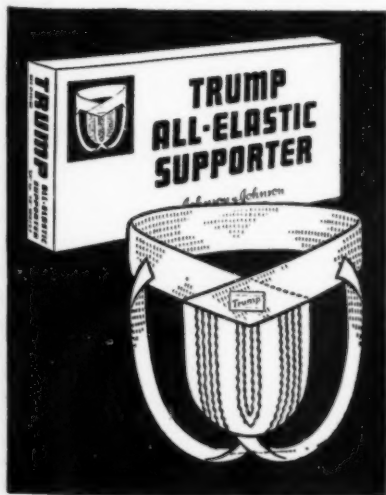
NO SAG!

NO CHAFE!



TRY IT IN ACTION!

Put on a new Trump with the V-Front construction.* Place the waistband low on the abdomen. Pencil-mark its position and then do a few bends and twists. The V-Front will move less than $\frac{1}{4}$ inch compared to a 2 to 3 inch slippage with any straight-front supporter. Note, too, there is no extra pouch cloth working back to chafe. Yes, Coach, we've got real improvements here!



**NEW JOHNSON & JOHNSON V-FRONT CONSTRUCTION* INSURES
GREATER COMFORT AND PROTECTION**

• Every part of these new Johnson & Johnson athletic supporters has been redesigned to eliminate slipping, sagging and chafing. The V-Front, all-elastic waistband follows body contours — fits comfortably and stays put. The pouch, too, has

been "balanced" with the new waistband design to give good, firm support without binding. These improvements spell c-o-m-f-o-r-t for every boy on every team you coach!

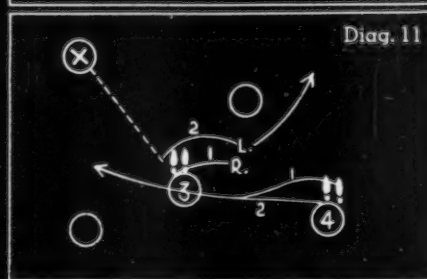
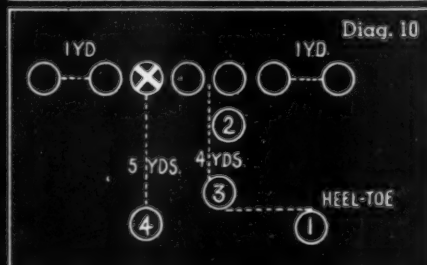
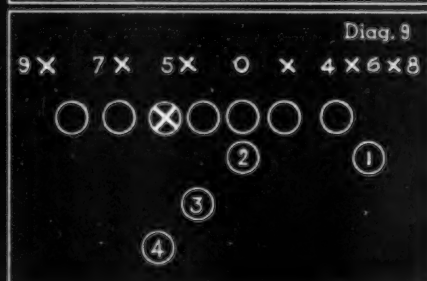
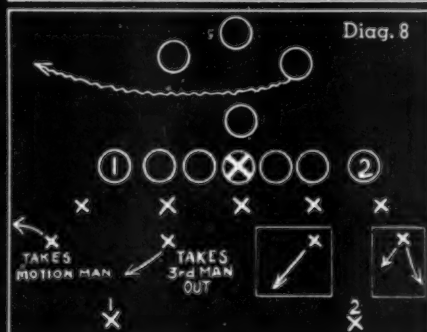
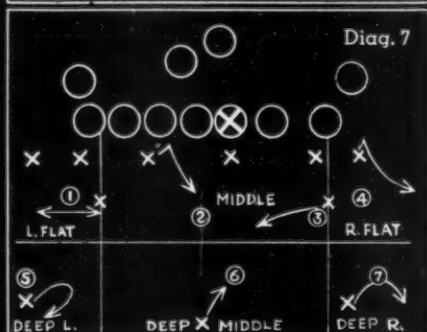
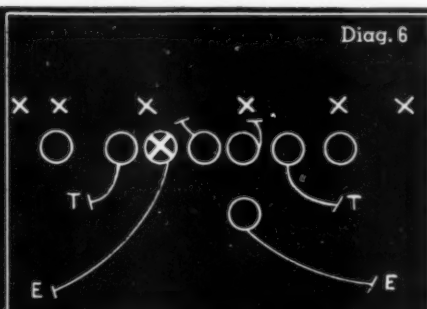
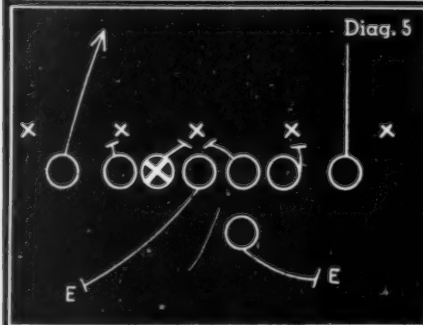
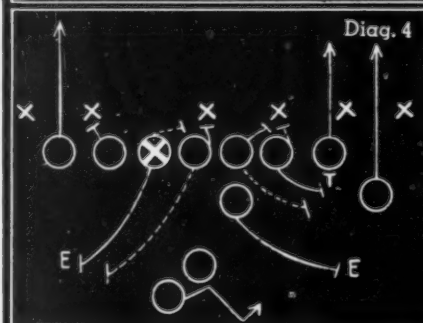
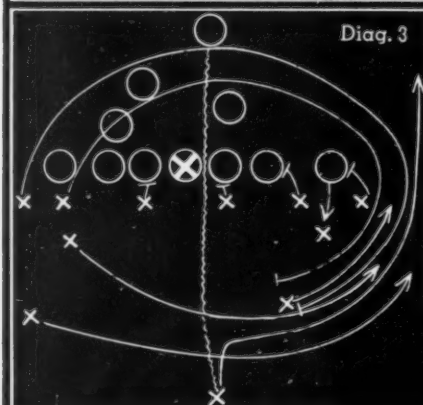
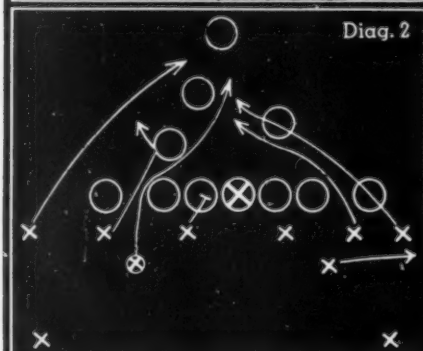
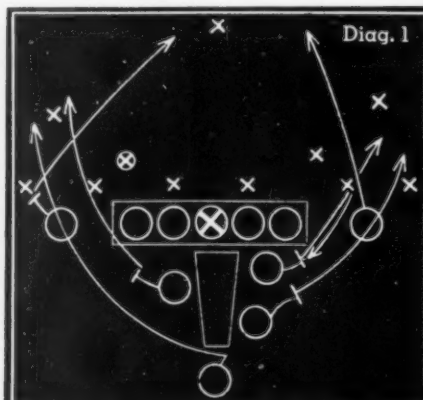
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*Patent Pending

Johnson & Johnson

Dana X. Bible's Special Set-ups

Pass and Punt Protection and Defense—Texas' Y Formation



- Go inside a floating end, outside a crashing end, etc.
- (b) Defensive setup and spacing. Some plays work better than others against certain defensive setups. Determine the defensive setups employed and call plays accordingly. Find a weakness and hit it until they stop this play; then find out where they brought this strength from and hit that.
- (c) Down and distance. A good rule to remember here is, "On first and second downs play for a touchdown; on third down try for a first down; and on fourth down your selection will vary according to the circumstances."
- (d) Position on the field. Strategy maps come in here. They make good guides but are poor masters. In connection with this the quarterback should also know:

- (1) When to punt.
- (2) When not to pass.

Work wide plays from the middle of the field to the sidelines, rather than vice versa. Don't hit the middle on the goal line. On the goal line probably the best place to hit is off tackle; but keep in mind that you must maneuver the ball into a position for a fourth-down field goal if it will do any good.

Be specially careful not to try a field goal from so far out that if unsuccessful it will result in a touchback. A good kick out of bounds will still leave the opponents in a bad hole, while a touchback will put them in pretty good shape on their 20.

Bible also pointed out that in working the ball from the sidelines to the middle of the field, it is better to use two or three plays, gaining a little each time, than it is to attempt doing it in one play and losing ground. He was speaking particularly of going to the left from the right sideline with a right-handed formation.

- (e) Selecting the play and the player. Selecting the player is very important, particularly on the goal line. Try to stay with the player that is particularly "hot" that day.

The highlights of Dana X.'s technical treatises are outlined in the accompanying diagrams.

Diagram 1 illustrates his method of protecting the punter. The linemen



MacGregor GoldSmith

SPORTS EQUIPMENT



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OFFICIAL X 10 L *Flight Master*

Adopted and used as the official basketball for leading conferences. Approved — National High School Federation. Patented "Last-Bilt" construction with seam-like channels, covered with finest quality, special type, pebbled tan basketball leather, with the much desired "tacky" feel for finger-tip control. "Para-Valve" inflation. Official in size, shape, weight and rebound.



OFFICIAL X 9 L *Laceless*

The original "Laceless" Basketball — now in its 8th year as the official ball for all Intercollegiate games in Madison Square Garden, New York, Memorial Auditorium, Buffalo, and Convention Hall, Philadelphia. Made of the finest quality, selected, top-grain basketball leather, and backed with a "Multi-Ply" double lining. Patented "Para-Valve" bladder. Rigidly inspected for size, shape and weight, it complies in every respect with official specifications.

keep four rules in mind: (1) Don't open the gate; (2) Go down; (3) Cover; (4) Find the ball. The backs are guided by three rules: (1) Close the gate; (2) Keep head to inside; (3) Cover to outside.

Diag. 2 offers two methods of blocking punts—line backer on left and end on right. Warning: Watch that the tackles working on the backs refrain from defensive holding, and that the line backers are backing up the ends.

Diag. 3 outlines a method of returning the punt. Note that the left end and tackle, after rushing the kicker, continue around to block for the receiver.

Diag. 4 shows how to set up a protective screen for the passer against an over-shifted six-man line. The dotted lines indicate a variation in the pattern. The switch is executed upon a signal between the center and left guard or between the right guard and tackle.

Diag. 5 outlines a pass-protection screen against a five-man line. Bible teaches his players to protect not only the passer but the pass. All blockers flare out in the direction of the pass after the ball is thrown.

Diag. 6 shows the prospective screen against a normal six-man line. "A team can have no prouder boast than that nobody has ever returned an interception for a long gain or a touchdown. This feeling gives the passer more confidence and results in more completions."

Diag. 7 offers Bible's zone pass defense. Seven zones are covered.

Diag. 8 illustrates the Longhorns' man-to-man pass defense versus the T formation. Note the 5-4-2 defensive alignment.

Diag. 9 offers a breakdown of Bible's signal system. The backs and defensive holes are numbered as indicated. In the play numbers, the first digit indicates the back to whom the ball is snapped and the second digit the hole he hits. Some plays have names instead of numbers.

Diag. 10 shows the spacing of Mr. Bible's famous Y formation. The 4 back is 5 yds. behind center, the 3 back a yard less to the rear, and the 1 back on line with the 4, toe to heel with the 3 back.

Diag. 11 illustrates the footwork of the 3 and 4 backs on Texas' reverse series. No. 3 takes first step with right foot in general direction of 1, pointing that foot at hole he (3) will hit. No. 4 cross steps to meet him, takes ball with inside arm up, drops inside shoulder and runs hard.

J. O. CHRISTIAN

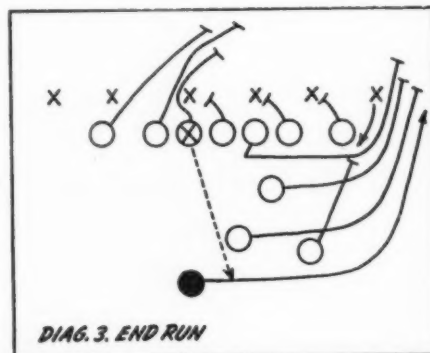
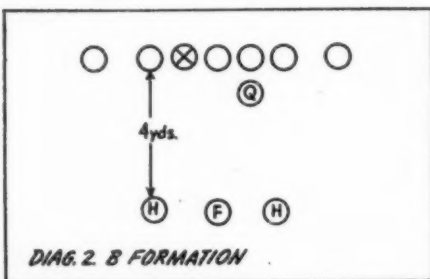
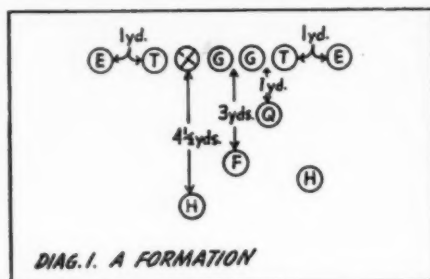
Reported by Walter H. Hellmann
Roger Ludlowe H.S., Fairfield, Conn.



FOOTBALL men attending the coaching school at the University of Connecticut heard Howie Odell of Yale, Ed. McKeever of Cornell, J. O. Christian of Connecticut U. and Rip Engle of Brown expound and demonstrate their theories of offensive and defensive football.

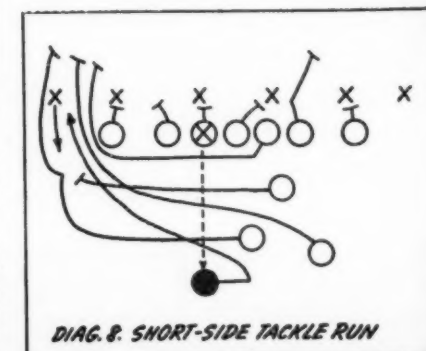
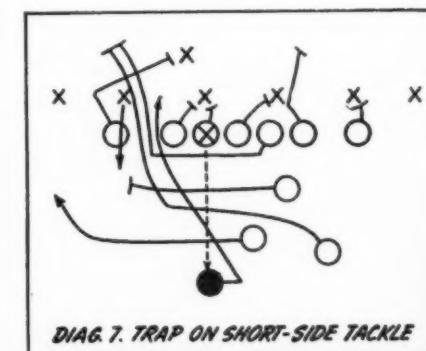
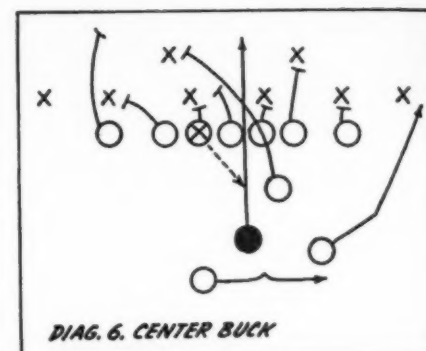
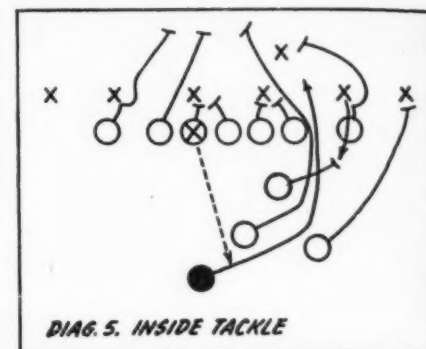
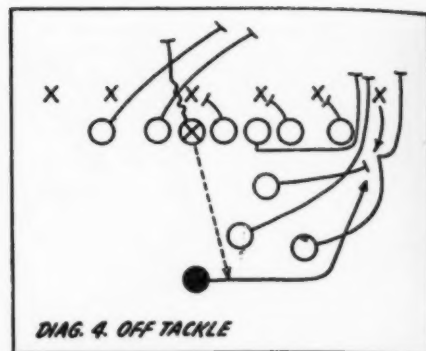
While each man naturally favored his particular system, they all agreed that others were equally as good and that the big factor in coaching success was material soundly taught and correctly used.

Coach Christian's offense, that brought national scoring honors last year to his star fullback, Walt Trojanowski, is an adaptation of the Minnesota single wing.



From the huddle, the team lines up in pre-shift formation with the center over the ball and the rest of the team behind. On hike, they shift to an unbalanced line right or left. The two guards shift to the strong side, one tackle stays on the short side and the other moves out beyond the guards on the strong

(Continued on page 24)





**They
Sure
ADD
UP!**

Yes, Sir, it takes an adding machine to list all the details . . . the many parts . . . the varied manufacturing processes . . . the rigid inspections . . . that add up to Dandux Sporting Goods quality.

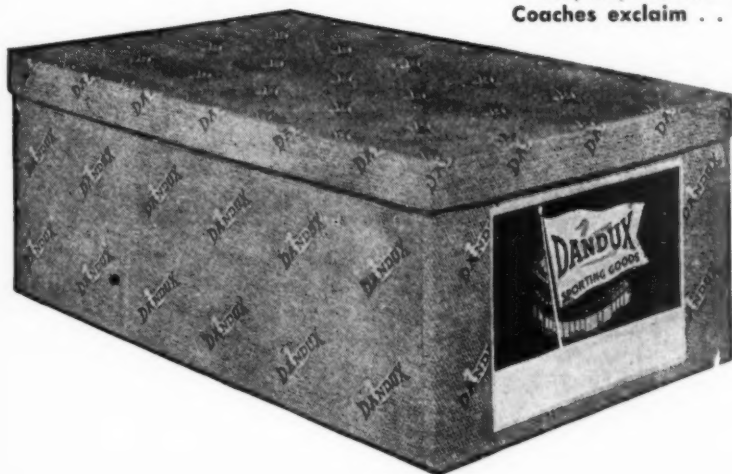
I wish you could see the painstaking care and thoroughness involved in each of these many details.

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Our Purchasing Department is plenty exacting, too. Raw materials must pass rigid laboratory tests, and skilled Dandux workers take pride in turning out a job that makes even our fussy Engineers glow with pride.

But just as a final factor of safety, the Inspection Department takes a thorough look-in on every single product that comes off the production line.

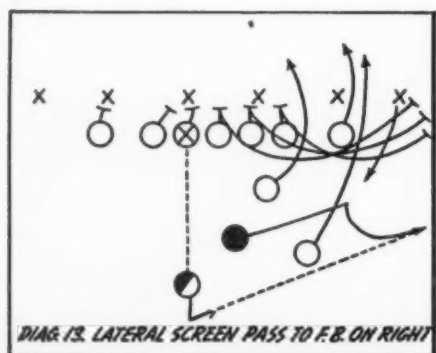
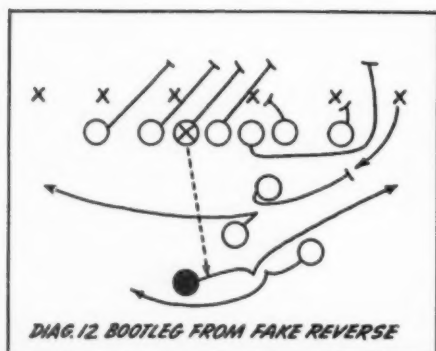
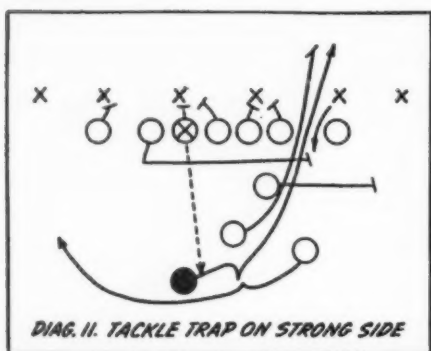
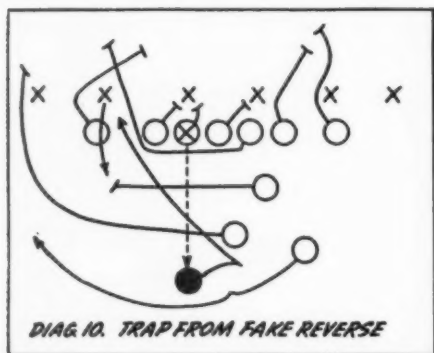
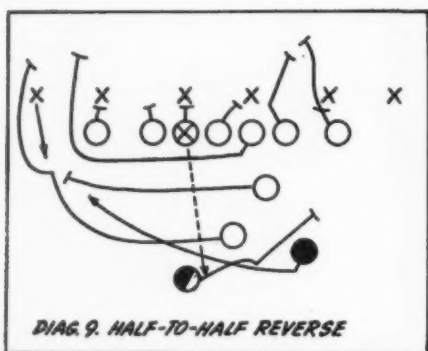
Yes, Sir, it's this "SUM" of little details that makes quality minded Coaches exclaim . . .



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side. The ends split a yard from their tackles.

The tailback lines up 4 to 4½ yards behind the seam between the center and strong-side guard. The fullback deploys about 3 yards behind the seam between the guards, and the blocking back sets up a yard behind the seam between the guard and the strong-side tackle. The wingback lines up even with the fullback inside the gap between the strong-side end and tackle. (See **Diag. 1.**)

Variations are used for special set-ups. For example, the wingback may be a flanker or may go in motion before the ball is snapped. In the fullback spin series, the three deep backs line up even with the tailback, who takes a position behind the short-side tackle; the full being behind the strong-side guard and the wing behind the slot between end and tackle (**Diag. 2**).

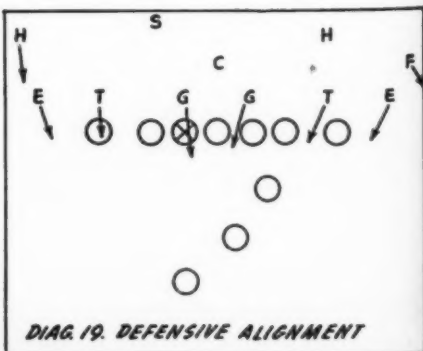
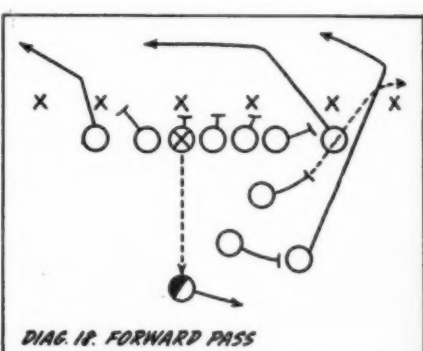
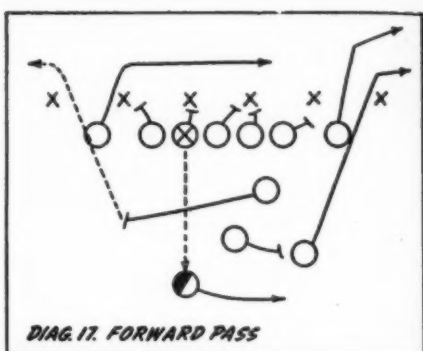
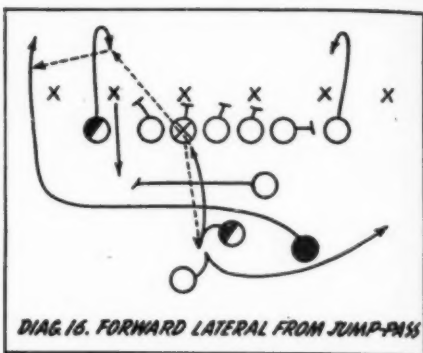
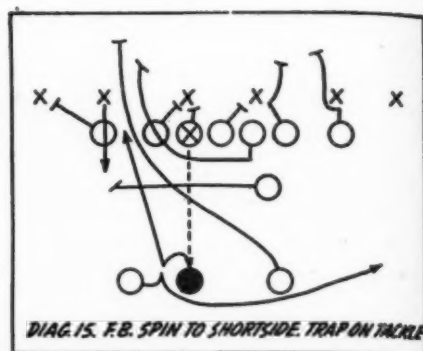
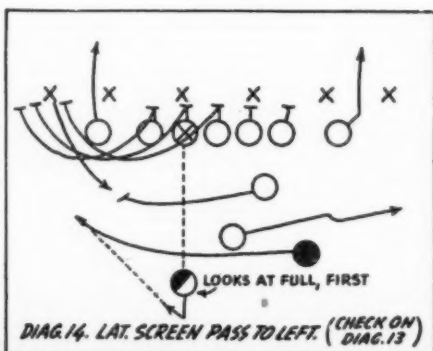
Like all successful coaches, Christian is a firm advocate of quick charging, hard blocking and determined running. The linemen take a three-point stance with the tail slightly below the shoulders. When charging, they use a lunge and do not move the feet until after contact with the shoulders. This gives the defensive player a hard shock and throws him off balance quickly.

The UConn offense is designed to furnish blocking angles on the defense and attempts to move them sideways, never backwards. Christian uses a great deal of set-up blocking by his backs. One back will fake a block on an end and another back will take him.

On other plays, the procedure is reversed so that the end is kept guessing as to how he will be hit. The same applies to the end and blocking back on the defensive tackle.

Another factor contributing to the success of the UConn offense is that the plays are built in cycles, i. e. they all start out the same but end differently, thus keeping the defense doubtful of the point of attack.

(Concluded on page 31)



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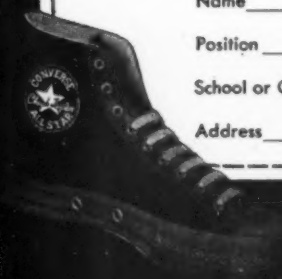
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That Extra Point

IN this specially posed action sequence, Tex Furse, Yale's great quarterback, offers an object lesson on kicking the extra point.

The holder—who is just as important as the kicker—takes a comfortable position with his left knee on the ground, right leg extended and body fairly erect. He extends his arms fully forward with palms facing the center, fingers spread.

Furse lines up in a relaxed manner, with legs close together, feet pointed forward, hands on knees and eyes glued to the spot on which the ball will be grounded. The kicking toe is on line with this spot and the middle of the crossbar.

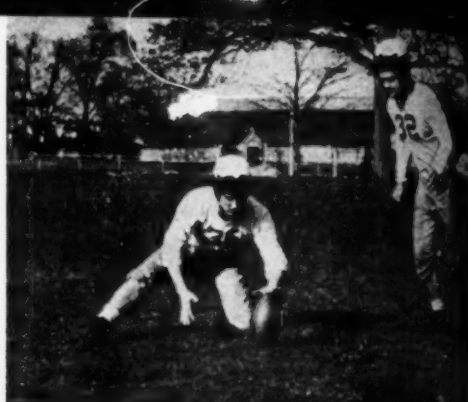
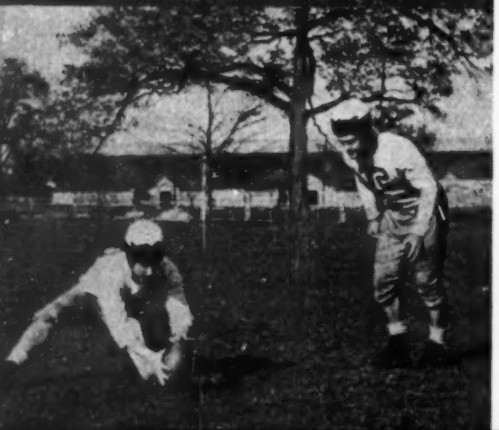
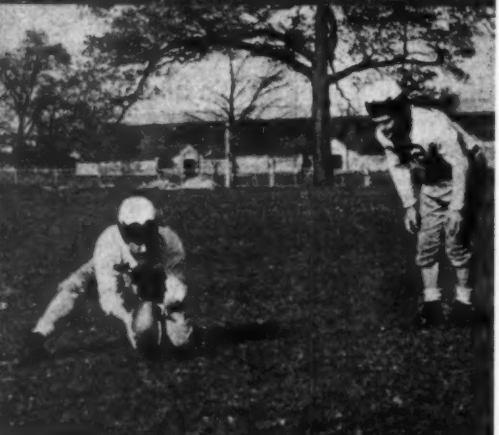
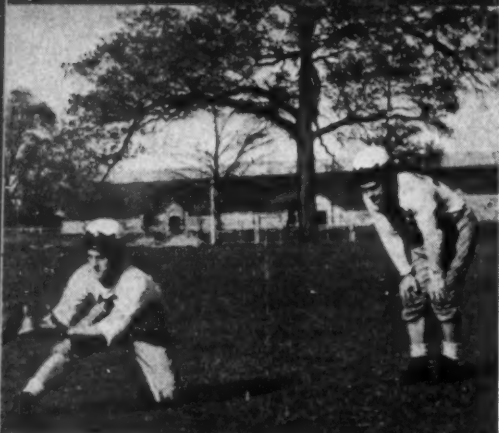
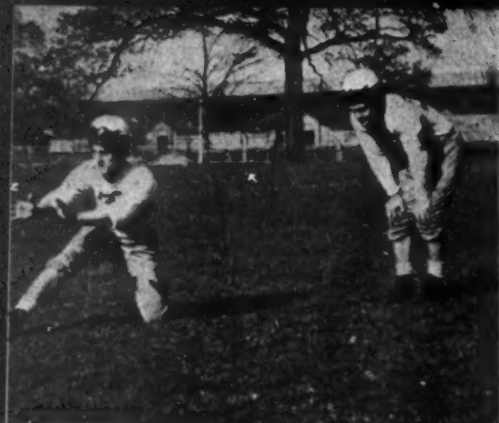
The center snap is perfect. The ball is delivered squarely into the holder's hands. He quickly places the ball into position with both hands. Note that he props the ball up with the *palm of his hand*—not with the fingers, as is the common practice. The palm anchorage assures better support and eliminates the danger of finger injuries.

The ball is received and placed down in one swift, smooth motion. The ball is not twisted or turned in any manner. It simply is caught and placed on the ground in the easiest, most natural fashion. Note that the lace is to the side when the ball is caught and that it is still to the side after it has been grounded.

As the holder grounds the ball, Furse takes a short step with his right foot, then a long step with his left foot, placing this member alongside the ball.

He is now ready for the actual kick. He swings his right leg crisply forward, meeting the ball squarely in the middle line down near the end. The knee is locked at the instant of impact and the leg follows through after the ball.

Note how the head stays down from start to finish. This is the most important single rule of place kicking.





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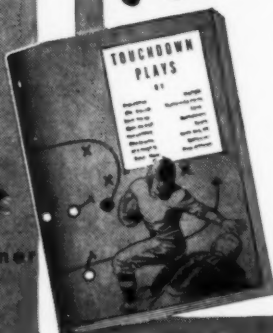
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"First Things"

THROUGH the years, I have accumulated a store of fundamental teaching "musts" based on both individual and team needs.

The first problem of every coach working with green youngsters is separating the chaff from the wheat. I use two simple tests for this purpose.

The first is a quick dribble to the basket and a one-hand lay-up shot. The other consists of a dribble up to an opponent, stop, fake or pivot, and pass.

The boy's form in executing these techniques will give you a good idea of his ability.

In the first test, the beginner will usually dribble too high; jump off the wrong foot; dribble up too close; shoot as he jumps instead of at the top of his jump; jump forward instead of upward; throw or put the ball instead of laying it up.

In the second skill, he will watch the ball instead of his opponent; dribble in too close or lose the ball as he stops; stop with his weight forward and off balance; look where he is going to pass; forget to feint before passing; or if he pivots, will pivot into his opponent.

My "Things to Teach" are based on the correction of these errors. Before the boys are ready to think



by I. STANLEY CORB

This is the first of two articles on the essential teaching items in basketball, by I. Stanley Corb, former West Chester State Teachers College star who has coached both high school and community center ball.

about plays and other complicated team patterns, they must have thorough mastery over the basic "Things."

The items are listed progressively in the order I usually teach them, and lead from the elements of a skill to the complete skill.

Things to teach the individual

1. How to cover and pick up a free ball when opponent is trying to get it.

2. Starting and stopping a dribble.

3. Types of passes: (a) chest, (b) long, (c) bounce, (d) side arm with one and both hands, (e) hook pass overhead, (f) underhand with one and two hands, (g) wrist snap, (h) backward bounce.

4. Types of shooting: (a) set shot, (b) push shot, long and cutting into basket, (c) lay up, (d) underhand, using one and both hands, (e) hook, (f) free throw, (g) two-hand lay-up on rebounds, (h) where and when to use each type of shot.

5. Technique of pivoting: (a) before a dribble, (b) after a dribble finished with a one-two stop, and with a jump stop, (c) to elude an opponent, (d) along the sidelines.

6. Feint with head, eyes, hands, and feet.

7. Split vision.

8. Dribble up to an opponent, feint and pass.

9. Dribble and pass without looking at ball or teammate. "Give and go."

10. Dribble up to an opponent, stop and pivot.

11. Dribble up to an opponent, jump, stop and pivot.

12. Meeting a pass when closely guarded.

13. Pivot against a defensive man to receive ball and cut for basket.

14. Eluding a guard.

15. Dribble past an opponent.

16. Guarding an opponent close to his basket, far out, and on jump balls.



17. Guarding a dribbler and taking the ball.

18. Switch and slide to avoid screens.

19. Use of hands when opponent shoots.

20. Clearing basket on defensive rebounds.

21. Following up rebounds and shooting on offense.

22. Playing opponent with ball who has or has not dribbled.

23. Defending basket against two men.

24. When to yell for a pass (proper timing).

Individual knowledge to be remembered

1. Don't dribble or pivot if you can pass.

2. On recovering ball, look first toward your own basket.

3. If you are short, don't stop or stand under your own basket.

4. Always move toward a pass when receiving it.

5. Stay at least six feet from sidelines.

6. Avoid looking where you are going to pass.

7. Know how to screen for teammates.

8. Cut in arcs, not circles. Pass at angles.

9. Don't take impossible shots and lose ball.

10. Always keep moving.

11. Play with feet apart, knees slightly bent, and back straight.

12. Always stay between oppo-

IN EVERY AGE GROUP

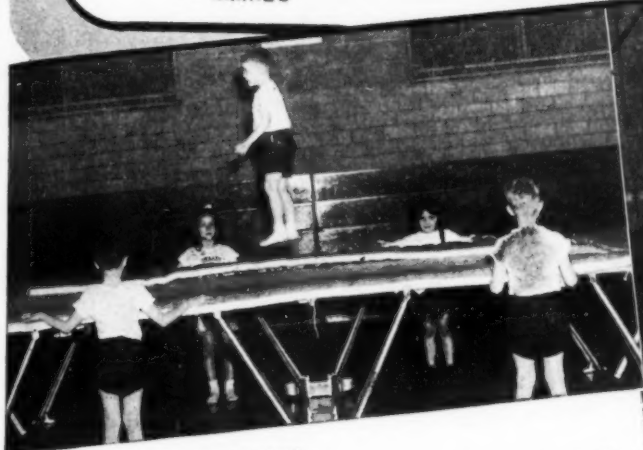
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ment and basket on defense.

13. Use a high dribble in back court, low dribble when approaching an opponent.

14. Stay on your feet, off the floor. You can't play on your seat.

15. Learn the rules.

16. Be a good sport. Play clean.

17. Don't blindly slap the ball. Catch it if possible.

18. Avoid passes across back court.

19. Control your temper as well as the ball.

20. Don't expect the official to make allowance for your awkwardness.

21. Don't count your own baskets; it is the team's score which counts.

22. Concentration and practice will make you a good player, but proper training habits and good condition are necessary to remain one.

Things to teach the team

1. Figure-eight weave.

2. Fast break.

3. Slow break and how to work the ball in.

4. Screens against a man-to-man defense.

5. Man-to-man defense with a definite plan for switching and sliding.

6. Positions on foul shots.

7. Positions on jump balls.

8. Simple out-of-bounds plays.

9. Pressing defense and an offense against it.

10. Zone defense and how to penetrate it.

11. Coordinated play on rebounds.

12. How to stall when necessary.

13. Single and double pivots.

Team knowledge to be remembered

1. When to use the various offenses.

2. When and where to use various defenses.

3. When to and why you use bucket and double pivot plays.

4. How and where to play according to height.

5. How to play assigned opponent regardless of position and how to match height and ability.

Always try to explain why you teach skills in a certain way. This makes your players basketball wise. Explaining the terms you use does the same thing and adds to the individual's confidence.

Most important of all with beginners is the breaking down of skills into their simplest elements and the careful attention to small details. Make your instructions cover each action in the skill you teach. Remember, the beginner

doesn't even know how to hold a basketball and must get the "feel" of it.

Here is an example of the detailed instructions needed in a simple skill, such as starting and stopping a dribble.

The boy must be taught to turn the ball over instead of lifting it to start his dribble. He must learn to push the ball with fingers, wrist, and lower arm as a piano player, and not slap it. The ball must be given a slight back spin with the finger-tips, and the player must stop with a one-two step, keeping his weight over the rear foot, back straight, and using the front foot as a brake. The last dribble must be given additional force to make the ball snap into his waiting hands close to his body.

Meanwhile, the boy must use split vision to watch both the ball and the field of play. When approaching an opponent, he must stop just beyond arm's length from him.

If this appears too elaborate and involved, keep in mind that the boy is learning a new activity and may need these details repeated over and over again.

Mastery of this one skill alone makes the boy look like a basketball player, and gives him the confidence needed to make him feel like one.

Report on J. O. Christian

(Continued from page 24)

In **Diags. 3, 4 and 5** for example, the cycle starts with the tailback starting towards his strong-side end, but ends up through three different holes. This helps provide the correct angles for the blockers. The two plays that catapulted fullback Trojanowski into the nation's leading scorer are shown in **Diags. 13 and 15. Diag. 14** shows a check for the lateral screen that is effective when opponents play the fullback.

Christian's defensive play is simple but effective, as the records show. The team usually uses a 6-2-2-1. Each lineman from end to end takes a low four-point stance and charges low and hard at the snap of the ball; each man being responsible only for his inside. The backs are responsible for everything wide.

Diag. 19 shows the basic 6-2-2-1 defense. On pass defense, the center and full cover the flat zones while the halves and safety play the deep men until the ball is thrown. Crossing receivers are not followed over but are swapped with the opposite defensive back.

Riflery Teaches Sportsmanship

says **A. E. HORTON**
of D. S. Keith Junior High School in
Altoona, Pa.



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Gentlemen:

About six years ago we started a rifle club in the Keith Jr. High School in Altoona, Pa. The range is situated under the auditorium and was at that time unfinished. The boys built a retaining wall of car floor-boards four feet from the cinder block wall and filled this space with dirt dug up from the floor. Last year concrete walls and a floor were put in, making it what we believe is one of the best school rifle ranges in the state. It has seven firing points.

Four years ago all the students in the school, about 1300, were given basic training on handling and firing the rifles. This year we have eight clubs operating, shooting about one hour each week. One club of girls and seven of boys. Three men handle the clubs. At least ten more clubs could be formed if time and schedules would permit.

Our aim is to teach boys and girls good sportsmanship on the range, safety with firearms, as well as try to develop good marksmanship.

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A. Eugene Horton
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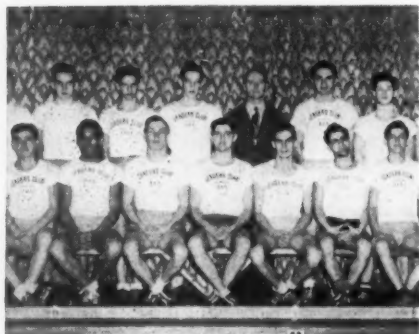
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Pupil Assistants

by A. W. ROBERTS



MORE pupils per class . . . more pupils per teacher . . . less instruction per student.

Whether we like it or not, this is the gloomy prospect students, teachers, supervisors, and parents must face in the coming years.

We all know that our schools have lost thousands of good teachers—thanks, in most part, to the low-salary scales—and that few teachers were graduated during the war years, especially in the field of physical education.

With more students than ever before, this poses a real problem in the management of oversized classes. The teacher very much on the spot is the physical education instructor. He undoubtedly is charged with the largest classes.

While it is contended that he also has the most room, this argument—unless the class is conducted on a large playground or athletic field—is specious. Inside the ordinary gymnasium, the physical ed instructor probably has more pupils per foot than any other teacher.

Where mass games or drills are the order for the day, one instructor probably can handle a large group. But there aren't many of these days in the modern physical education program.

Today the accent is on developing motor skills and nice muscles through sports activities. And one instructor cannot possibly cope with the teaching problem.

What is the answer to this problem? I believe it is a Leader's Club.

What is a Leader's Club?

Briefly, it is a group of boys or girls trained by the teacher to act as instructors, officials, and coaches in all physical education classes.

Does it work? Unless three enthusiastic supervising principals who have tried it in their schools are all wrong . . . yes.

When I started teaching 13 years ago, I wondered how I could possibly give each member of the class the needed attention to motor skills, body development, safety requirements, etc.

After running myself into the

A. W. Roberts, director of physical education at Ellenville (N. Y.) High School, has used this system of pupil assistants for the past ten years, with excellent benefits to the school, the leaders and the students.

ground for a year, I found out. Through many trials and errors, I worked out a plan that has proved itself many times over in the past eight years.

Here is the formula:

On the first day of school, analyze your pupils. If you have been at your present school any length of time, you probably know which boys or girls will make good instructors. In making your choice, don't always look for the best athletes. They don't always have the patience and are apt to teach over the student's head. Look for the students with average ability in all forms of activity and ones who take coaching well.

Now the question is, how many to pick and from what classes. You will find it best to choose one leader for each ten pupils from each class. The number, of course, will vary with different schools, but it works equally well with any size.

Before starting any teaching, organize the club thoroughly. Ellenville elects officers at the beginning of each year. But I would suggest that newly organized clubs wait until at least January before making their selection.

CLUB CODE

At the first meeting, impress the members with the following points:

1. The meaning of the name Leader's Club and its duties.
2. That they have been chosen as the outstanding instructors and leaders in the school.
3. That they are *leaders* and must govern themselves accordingly, in class, as well as out.
4. They must set an example for the others in clean living, sportsmanship and fair play.

5. They must know thoroughly what they are going to teach.

If possible, choose a Monday or Tuesday as your club meeting day. Thus you can go over the work for the next week more than once, if not with the whole group, then with individuals. If you can get two meeting days a week, all the better.

However, don't let them do any teaching until you are sure they know how to do what they are going to teach and know how to *teach* what they are going to *do*. It is one thing for an excellent athlete to perform a certain feat, but it is entirely different to teach the *how* to an unskilled student. That takes time, practice and patience.

Fortunately, we all start with fundamentals, so it is not too hard to teach the teachers. In your club meeting, explain what will be taught the next week. Then demonstrate, if needed, before breaking up into small groups to practice.

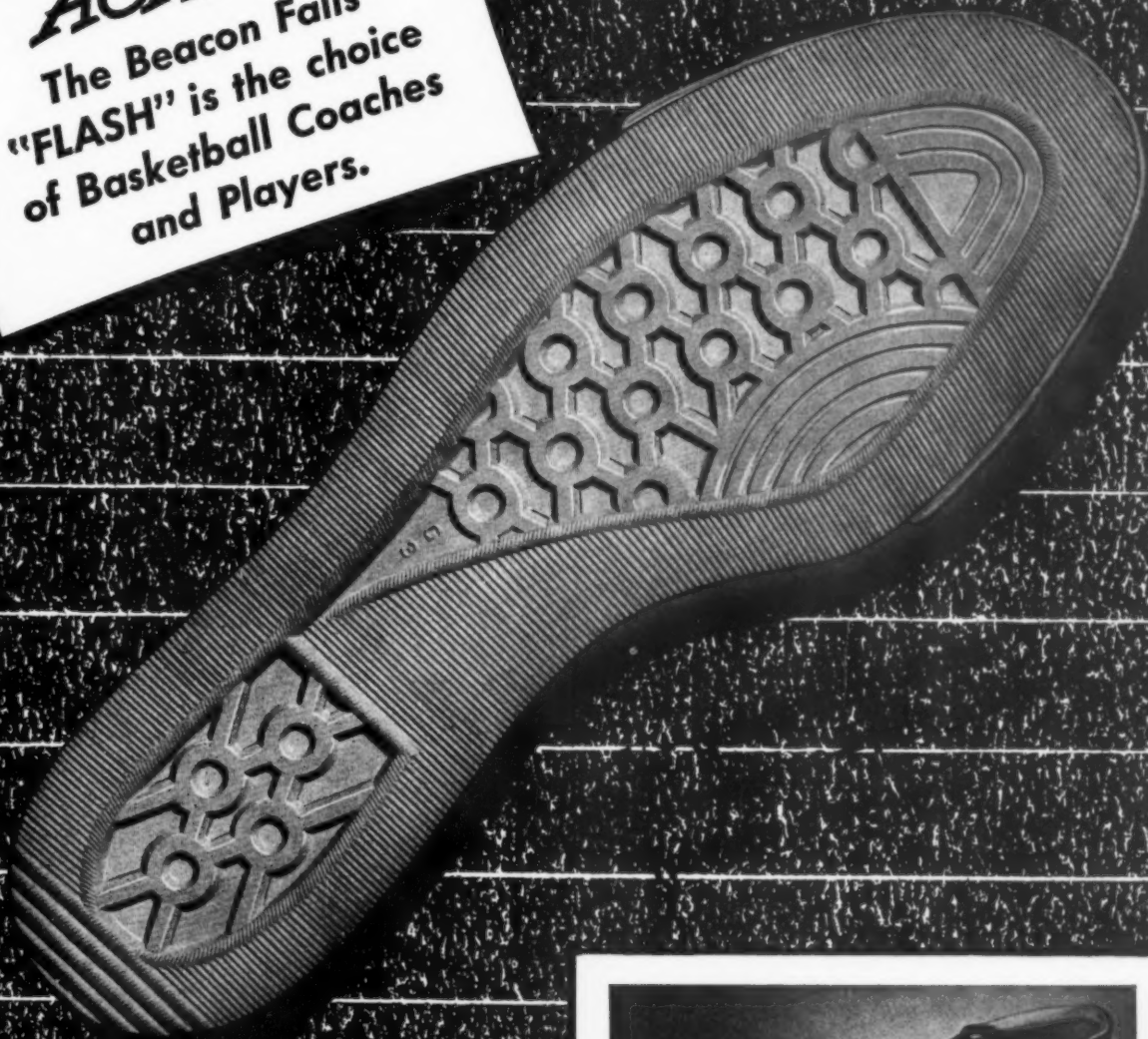
Place the juniors and seniors in one group and the sophomores and freshman in another. Then assign your best senior instructors to the latter group and the next best to the upper classmen.

When it is time for something new to be taught, different instructors may be used. This gives the teacher a chance to catalogue his helpers' ability to teach.

In the class work itself, the question of whom to assign to the different classes, is a vital one. Good judgment must be exercised. You certainly cannot place a freshman or sophomore in charge of seniors. If the assistant does not have the respect of the class, you will wind up with lack of attentiveness, horseplay and injuries.

While juniors can successfully teach seniors, and sophomores and freshmen can teach each other, I have found it best to assign the frosh instructors to the grades, junior high school and their own classes, rather than to a class above them. This eliminates a possible source of friction and resentment. The sophs, of course, may instruct any class the freshman does, plus

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his own and sometimes a junior class.

Unless your school is the exception, your classes will be somewhat mixed with underclassmen in with juniors and seniors. This presents another problem. It can be met by numbering the squads at the beginning of the term and putting the lower classmen in squads of their own. Then, when a student teacher is assigned to a certain group, he will not have a mixed group to work with.

The problem of securing enough instructors from the various classes for each period of the day, can be solved by changing a study period or, if a student-teacher has good grades, by letting him assist in two classes. Preliminary work on this problem during the pre-scheduling period in the spring will be of great assistance during the early part of the term in September.

FOUR-YEAR JOB

You are probably wondering in just what types of physical education classes I find this group useful. When properly trained, they can be of some use in *every* class. I carry them in the club from freshman through senior year, provided they do their job well. It has been very seldom necessary to drop a member.

I have found them of exceptional help in classes on fundamentals such as soccer, football, volleyball, basketball, baseball and track. Each boy is given a group at the start of the period. Since there usually are three changes a period, the program never gets monotonous and gives the instructors a chance to teach every student in the class he is eligible to work with.

This is also true of apparatus work, conditioning drills and strength tests. In mass games, the leaders' job is to play, if they are not officiating, and to help out the poorer players on their side.

As officials for the various games, this group performs one of their most valuable tasks. They like it and they are good at it.

We always use the first two or three weeks of each season going over the rules and practicing officiating procedure during the club periods. The boys learn to use good judgment and command respect. Very rarely do they have a decision questioned.

In addition to classwork, the boys are used after school and on Saturdays in grade and inter-class junior and senior high school games. Whenever possible, I use two officials for each contest.

These boys and girls also make excellent coaches for the various teams throughout the year. Here, again, the teacher cannot possibly spend much time coaching each intramural league or inter-class team, but a junior or senior will do a very fine job of it. The sophomore and freshman club members can do excellently with freshmen, junior high and grade school teams.

This produces better discipline, more organized teams and better teamwork. It also affords club members an opportunity to handle a real team. In the long run, it also pays off in superior future varsity teams.

What does the teacher do while his instructors are working?

He instructs, corrects, observes, and catalogues. When he is working with a group, he can see only that particular group's needs and defects. But with the entire class under his observation, he can correct them all at once.

At the same time, he can catalogue needy students for more help, rate his instructors, and plan his future work by the rate at which the students are absorbing their present assignment.

The teacher should never criticize his instructors in front of a group. Any criticism should be given privately in a nice way. There must be complete cooperation between the teacher and student-instructor.

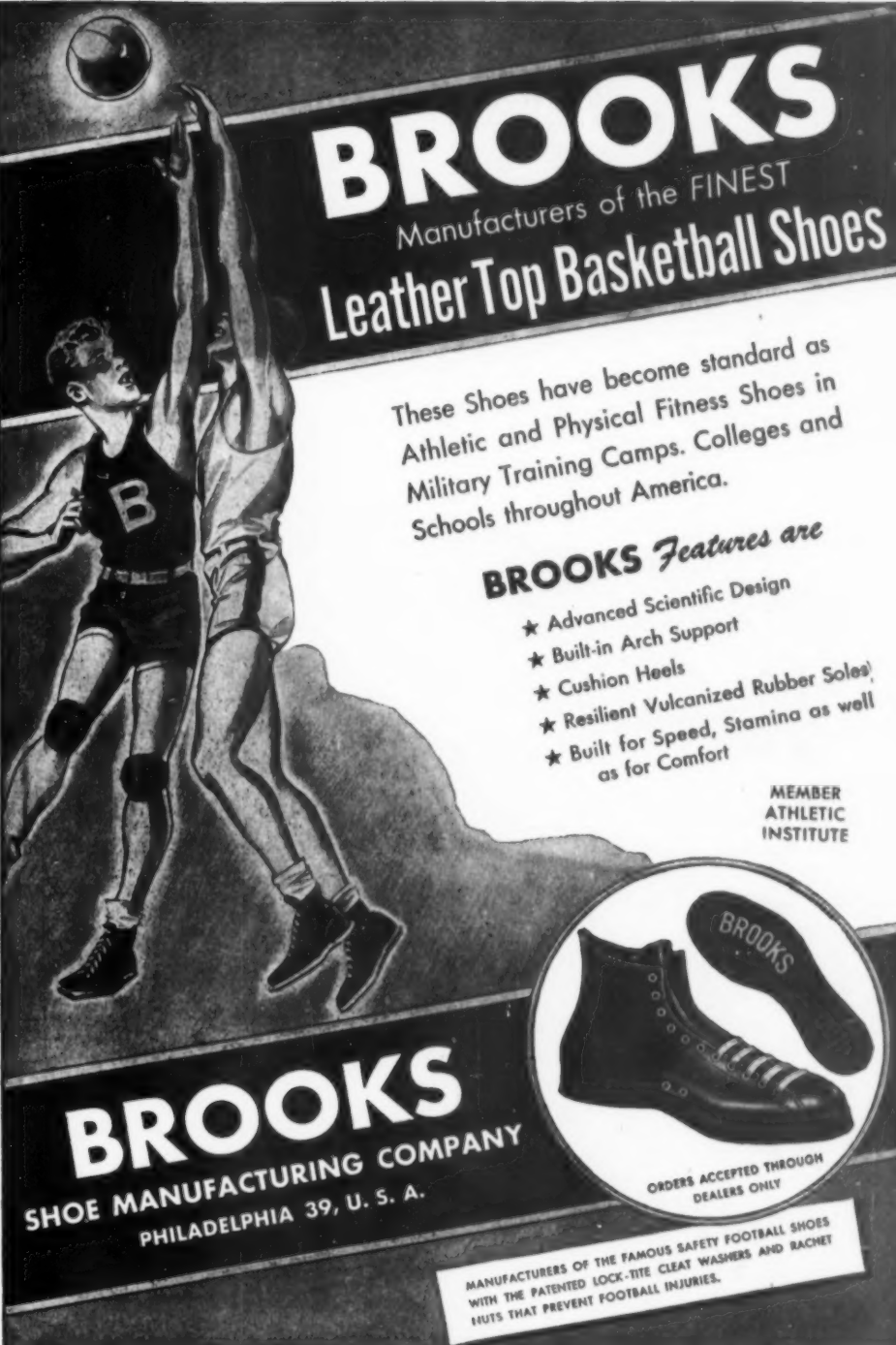
At the beginning of each year, it is important to tell the classes about this club and its duties. Make it clear they are not to question the instructor's commands—he is the boss and is carrying out your orders.

Have your club outfitted with T shirts, with the name of the club and school on a suitable shield. This carries a lot of weight with the students and instructors, as well as making a neat and uniform appearance.

An exhibition of the work covered during the year, presented before the students and parents, will prove valuable in gaining prestige for the club and in giving the public an idea of what goes on in the physical education classes. This phase of school life has been sadly neglected. Most parents see only the athletic teams.

After the first year, accept applications only for the vacancies left by departing seniors, those who were dropped or by those who have left school. Place an importance on being chosen, make your requirements for admission rigid, and your club will be a success.

Every club in school should have a carry-over value, and this club definitely has. Many boys find them-



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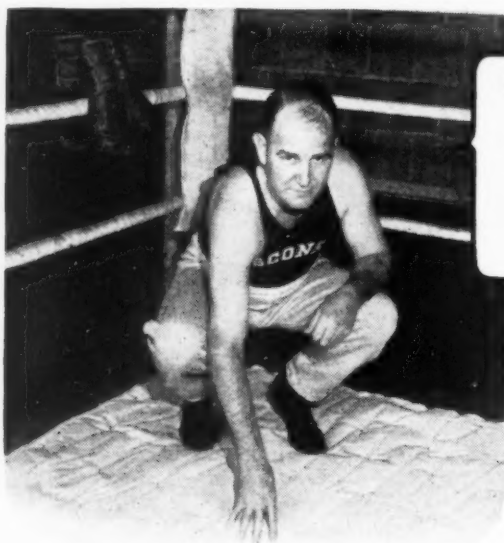
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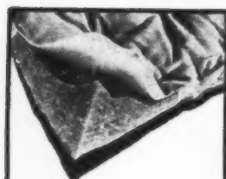
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selves through student-teaching. They develop confidence and leadership ability which is carried over into college and life.

Many of the club members take up physical education as their career, while others continue to act as officials for high school and college games.

A very large percentage of our leaders rose high in the ranks during the recent war. This, I like to believe, was due in large measure to their ability to lead men, a trait developed by their high school Leader's Club.

Ready for Basketball

(Continued from page 14)

tors. Perfect physical and mental condition pays off in the key games.

A team should not watch a future opponent play. As a rule, this makes the boys either over-confident or pessimistic.

One meal a day, preferably in the evening, should be eaten together, at which time the scout reports can be discussed and plans made for the coming game.

Rest before and between games is of vital importance. Players should keep off their feet as much as possible and away from crowds. If the tournament lasts several weeks, the boys will need some diversion to keep their minds off the games. This should be provided for the entire group.

Team morale must be at a pitch for tournament games. Any personal differences between players or between players and coach should be ironed out or forgotten. Confidence and enthusiasm must be built and maintained throughout.

USE THE REGULARS

Every contest is a championship game. So use the regulars—they have earned the right to play—and take each game as it comes. Stick to the style of play which won for you during the season, concentrating on the part of the system adapted to the weakness of the opponent.

Scouting is also an important factor. The boys should be sent onto the floor knowing the offensive and defensive systems of their opponents, as well as the fortes and weaknesses of the individuals.

Learn to accept the decisions of the officials and keep calm and cool if you expect to collect (victories).

National Federation News

AT the summer meeting of the Georgia High School Association, a full-time state-association secretary was authorized, and Secretary Sam Burke of Thomaston was chosen for the position. The full-time office will be established at Thomaston and Mr. Burke will take over his new duties as soon as the Thomaston Board of Education can secure a new superintendent.

The High School Association has greatly expanded during the last several years and much of this expansion has been due to the untiring efforts of Mr. Burke, who administered the affairs of the association along with his duties as school superintendent. He had excellent assistance from Lucy Mae Burke, his wife.

Georgia joins with Florida, Arkansas and Tennessee in the inauguration of a full-time secretary. Kentucky has authorized such action, but inauguration has been postponed until 1947.

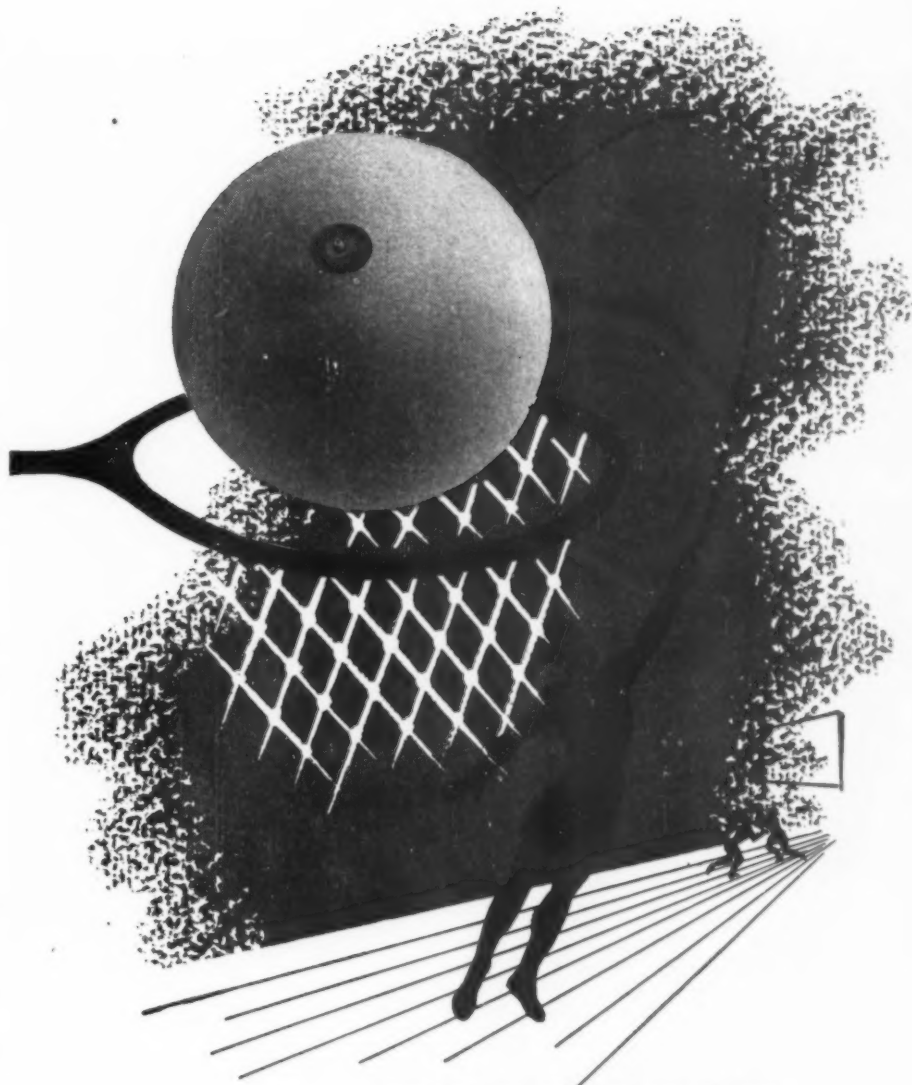
California is one of the few states that does not sponsor a state championship in basketball. There are various good reasons for this, including the fact that the topography of the state creates several natural divisions, making sectional competition more satisfactory than statewide.

Another factor is the climate. In several of the sections, outdoor activities are possible during the entire year, taking the play away from indoor sports, such as basketball.

Interest in basketball has rapidly grown during the past couple of years. Last spring, the southern section voted to hold a sectional championship tournament under sponsorship of the southern section of the C.I.F. The tournament was played at Whittier College and South Pasadena was the winner. The receipts helped finance the activities of the southern section. As compared with basketball receipts in some of the other states, these were not especially large.

The southern section is financed by a small percentage of the receipts from four of the sports. Football provides approximately 75%, track approximately 10%, basketball approximately 8% and swimming approximately 2%. This is quite in contrast with most of the other states where basketball carries the major portion of the load.

To date, baseball has not been a major factor in this section, but important developments are expected. At one baseball tournament at Po-



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mona, 32 schools participated. The championship was won by Hoover High of San Diego. A football play-off, which was abandoned in 1942 because of difficult travel conditions, was restored last year. In the championship game, Santa Ana defeated Alhambra, 33 to 21. The game was played in the Los Angeles Coliseum.

Lacrosse: In certain of the eastern states, lacrosse has been increasing in popularity. This game was used in a number of the military camps and is regularly played by colleges, such as Penn State, Princeton, Dartmouth, Army and Navy.

The Lacrosse Coaches Association, headed by G. N. Thiel, of Penn State College, is enthusiastic about the extension of the game to the high schools. While it was difficult to secure equipment during the war years, this difficulty will be gradually corrected during the coming year. The game is lengthy and somewhat rough. However, the injuries seem to be of minor character. A few coaching schools will include instruction in this sport in their next year's programs.

Boxing: At the last meeting of the Society of Directors of Health and Physical Education, the group went on record as confirming its past resolution regarding interscholastic boxing. The resolution which was officially adopted follows:

"Whereas, there seems to be an increasing tendency to again promote interscholastic boxing in some communities and on the part of some individuals, and

Whereas, activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating, and

Whereas, the Society of State Directors of Health and Physical Education desires to strengthen its resolution regarding interscholastic boxing adopted on April 19, 1938.

Therefore be it resolved, that the Society of State Directors of Health and Physical Education again disavow all intention to support this development and again recommend that school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic programs;

Be it further resolved, that this society again encourage the National Federation of High School Athletic Associations to establish an official policy disapproving boxing as an interscholastic sport."

Junior high competition: The Society of State Directors and Health and Physical Education are also on record as opposing interscholastic competition for junior high schools, i.e., schools which include grades below the tenth.

Among the men who have been especially active in this organization are: Thomas C. Ferguson, Maryland; George W. Ayars, Delaware; and Paul E. Landis, Ohio.

Baseball activity: Among the states which officially voted during the summer to approve the agreement be-

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TIME-OUT
Hands rapidly criss-crossed overhead.



SAFETY
Palms together overhead.



CRAWLING, PUSHING or HELPING RUNNER
Pushing movement of hands to front with arms downward.



OFFSIDE OR VIOLATION OF FREE-KICK RULES
Hands on hips.



HOLDING
Grasping of one wrist.
Illegal use of hands or arms
—Same signal as above followed by interference signal.



UNNECESSARY ROUGHNESS
Military salute.
Clipping—Salute followed by striking back of knee with hand.
Running into or roughing the kicker—Salute followed by swinging leg.
Running into passer—Salute followed by raised arm swung forward.



INTERFERENCE WITH FAIR CATCH or FORWARD PASS
Pushing hands forward from shoulder with hands vertical.



TOUCHDOWN or FIELD GOAL
Both arms aloft and held rigid.



ILLEGAL FORWARD PASS
Waving hands behind back.
Intentional Grounding of pass—Same as above followed by raised hand flung downward.



ILLEGAL MOTION or FORMATION AT SNAP
Horizontal arc with either hand.



DELAY OF GAME or EXCESS TIME-OUT



INCOMPLETE FORWARD PASS; PENALTY DECLINED; NO PLAY or NO SCORE
Hands rapidly criss-crossed in horizontal plane.

From National Federation Football Code

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PLANTERS PEANUTS

tween professional baseball and the National Federation are Michigan, Florida, Georgia and New Jersey. In most of these cases, informal acceptance was made last year, but ratification by formal vote was delayed until the next Council meeting.

Florida formally voted to sanction the regional baseball tournament held at Atlanta and set up its state championship series in such a way as to make this regional tournament a part of the state-sponsored program. The state champion, or the runner-up in case the champion would not be able to participate, was authorized to go to the Atlanta tournament and funds were appropriated for the purpose. Note: Because of a polio epidemic, the Florida representative was prevented from going to the tournament.

At the state-sponsored coaching school clinics in Nebraska, South Dakota, Iowa and New York, a baseball talent team was provided through the assistance of the Joint Baseball Committee. In some of the mountain states, Frank Prentup and Kenneth Fowell assisted in this. In a number of the central states and New York, Athletic Director Frank McCormick of the University of Minnesota and Otto Vogel of the University of Iowa made up an instructional team.

Reports indicate that they did a fine job of instruction. Baseball as well as the entire clinic program were greatly benefited through their efforts. The thanks of the high school organization are hereby extended to Messrs. McCormick, Vogel, Prentup and Fowell.

To date, there has been no reported case where any high school boy has had his eligibility affected through solicitation or contract activities of any professional club. This is quite in contrast to the situation which existed in previous years. The Organized Baseball leaders have been very cooperative in these matters.

Tennis: In Nebraska, Kansas and Illinois, Charles Hare, former British Davis Cupper, provided one of the highlights of each coaching clinic by his tennis exhibition and course of instruction. His willingness to assist in this work is greatly appreciated. He participated through the courtesy of the Wilson Sporting Goods Company.

Northwest states: Minnesota, Montana, Washington, Oregon and Utah, cooperated in arranging a series of consecutive football meetings during September. Representatives from the national office were in attendance and part of the program was the premiere showing of the picture *Football Up to Date*.

New Mexico: The High School Association cooperated with the state coaches association in sponsoring a coaching clinic during August. This was well attended and will probably be an annual event. The program included discussion of football and basketball rules and the showing of the new football and basketball films.

—H. V. PORTER

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YOUR PERSONAL HYGIENE COURSE

No. 1: The Major Topics

PHYSICAL education teachers and coaches all over the country have included among their many school duties, the teaching of health.

In most schools, the health instruction curriculum includes a course of study in personal hygiene. Many teachers are at a loss as to what to teach in such a course. Community surveys, excerpts from the professional literature, student questionnaires, health service reports, analysis of health material in the daily newspapers, and many other varied attempts have been made to determine content.

Few physical education teachers with all their teaching and coaching duties, have the tremendous amount of time needed to follow accepted research techniques in determining content material for their local course of study. Generally speaking, they go to the literature and by a cut and paste method, hatch a course of study.

The literature shows a general similarity in the major topics of health instruction. However, the topics are many and varied. Health instruction includes various special fields such as personal, community, mental, home, and school hygiene, first aid, safety, home nursing, and social hygiene.

Each field has many major topics included in its content material. The common fault is to include community hygiene, first aid, etc., with a course in personal hygiene, or to combine several large fields and call the course *health*.

Williams and Shaw state¹, "There appears to be no agreement as to the relative importance of the different topics in health instruction. The bias of any specialist may cause a varying emphasis on the main topics used in a course of study."

Inasmuch as practically all our public high schools embrace personal hygiene in the health instruction curriculum, the author believes that a list of approved main topics for a personal hygiene course can be obtained with the aid of approved research techniques, and would represent an outstanding contribution to perplexed teachers.

CRITERIA USED

A study of the literature shows that literally hundreds of major topics are used in the field of health

instruction. In selecting the topics for this recommended personal hygiene course, the author used two criteria:

1. The topics should conform with the definition of personal hygiene presented in the Joint Committee Report², namely, "Personal Hygiene is the practical application by an individual of scientific information related to the promotion and maintenance of health, including the prevention of disease."

2. The topics, should cover major areas of knowledge in personal hygiene. Minor topics are to be considered as part of a major topic.

Previous studies in health education, state department syllabuses, publications by authors who have had training and experience in the field, and the high school textbooks on health written in the last five years were used as source material. If a publication revealed a major topic already recorded on a 3 x 5 card, no additional card was prepared.

The major topics were taken from the 3 x 5 cards and compiled into a list. This list was submitted to a jury of experts with the request that they add any other major topic which they felt should be included; considering the same criteria used by the investigator in his selection.

THE JURY

The jury members had to meet one of the following qualifications:

1. The completion of outstanding research in the field of health in the last 10 years.

2. The possession of at least five years experience in professional practice related to health, in the teaching of health, or in a supervisory position in health.

3. The achievement of recognition in a national, state, or city organization or conference concerned with health.

Any person who met any one of the above qualifications could without doubt, give decisions that would be accepted professionally.

The jury was limited to five. They included a department chairman of health and physical education in a large city high school, a

¹ J. W. Williams, and F. B. Shaw, *Methods and Materials of Health Education*, pp. 188-190.

² Charles C. Wilson, Chairman; *Health Education*, p. 93.

by DR. HENRY F. DONN

This is the first of a series of articles on personal hygiene by Dr. Henry F. Donn, physical education instructor and basketball coach at Weequahic High School, Newark, N. J. The author received his doctorate in hygiene at New York University.

university professor of health and physical education, a physician who is the director of a nationally known health clinic, a physician who served on the Joint Committee of the N.E.A. and A.M.A., and a member of the Technical Advisory Committee on Health Problems in Education of the N.E.A. and A.M.A.

With no major changes, the jury of five experts agreed that the full development of each of the accompanying major topics would provide an *interesting, complete, and profitable* personal hygiene program.

There was but one addition. The college professor believed that the list, to be complete, needed the inclusion of sex education. Gruenberg states³, "Sex Education is recognized by both educators and parents to be necessary. The responsibility cannot be left wholly on the home, which has in too many cases shown itself incapable of meeting the need." However, the teaching of sex in high schools is taboo in most communities.

MAJOR TOPICS

The topics are not presented here in the order of their importance. It is up to the individual teacher (who knows his own students and community) to evaluate their relative importance.

1. Cleanliness and Care of the Skin, Hair, and Nails.

2. Eating for the Promotion and Maintenance of Health.

3. Exercising for Health.

4. Sleep, Rest, and Fatigue.

5. Personal Measures to Prevent and Control Communicable Disease.

6. The Avoidance of Tobacco, Alcohol, and Drugs.

7. The Hygiene of Special Organs: Eyes, Ears, Nose, Throat and Teeth.

8. Personal-Social Adjustment (Mental Hygiene).

9. How to Find, Evaluate, and Use Medical Advice.

The procurement of specific content material for each of these major topics rests with the teacher.

In future issues of *Scholastic Coach*, the author will cover each of the nine major topics.

³ Benjamin C. Gruenberg, *High Schools and Sex Education*, p. xvi.

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THE ADAPTABLE T

by EDDIE BEACHLER

Eddie Beachler is a staff writer on *The Pittsburgh Press*.

AFTER three years of continual experimentation on synthesizing various forms of offense, the noted Duquesne University grid alchemists, head-coach Steve Sinko and assistant Al DeLuca, arrived at the "Adaptable T," a compound of the strongest features of all systems.

By shifting a single player—the right halfback—Sinko claims the Adaptable T can achieve the effect of the Notre Dame box, single-wing, double-wing, T, or short punt. Everything but Lana Turner.

The right half is a free lancer, the Orson Welles of the party. He plays wingback on certain formations, flanker or man-in-motion on others, tailback on short punt. But the other ten men are set.

The line is balanced. Guards line up six inches from the center, tackles 12 inches from the guards, ends 36 inches from the tackles. It's a graduated spread.

Left half and full play four and one-half yards directly behind the guards. The quarterback is in the T-slot to the right of the center, with his left foot directly behind the right foot of the center. The center may thus snap the ball to either of the two deep backs (left half or full) or hand it up to the quarter.

Basically, the Adaptable T is a Notre Dame box, offering versatility and the exploitation of the short side. But the team always is sitting in a T—ready to utilize the long suit of that system. That would be the hand-off play.

The Adaptable T can be quickly transformed into a single wing simply by swinging the right half to his customary single wing position outside the end, and by splitting the line on one side while closing it on the other to gain the effect of an unbalanced line.

It thus provides the massed interference and downfield blocking of the normal single wing.

The same goes for the double wing. By shifting the right half again, you can unload the spinners, fakes, double passes and pass-throwing power of the double wing.

The short punt—offering the threat of reverses, spinners and a variety of passes on any down—can be exploited too, merely by swinging the right half into the tailback slot.

"At first glance, this may seem too complicated for boys to learn easily. But once the basic formation is mastered, the boys can handle all the stuff. As the team progresses, a new series may be added without changing the basic alignment," Messrs. Sinko-DeLuca point out.

They also have developed a forward passing idea to go with the Adaptable T. It has the high-sounding title of "multiple-choice passing in linear vision."

More simply, it attempts to get three or four receivers in a certain line of vision which is determined before the play starts. The passer needs only to scan the pre-determined line—it may be perpendicular, diagonal or parallel to the line of scrimmage—then pick out the best target.

Sinko-DeLuca point out that a passer may have a strong arm and good aim. But few have "peripheral" (circular) vision.

"It is a fallacy to think that the average good passer can see the entire field, select a receiver and get rid of the ball—all in limited seconds while the defense is crawling all over him.

"Our passing system forces the defenders to cover three or four men in a line, and enables the passer to look at a given point and find a receiver quickly."

Most of the ideas which make up the Adaptable T have been used at one time or other by different top-notch coaches. The Sinko-DeLuca system represents a scholarly effort by two seasoned football coaches to blend the best parts of all systems into a

whole. The volume they have compiled on the Adaptable T is bigger and more detailed than an encyclopedia.

The idea struck the Duquesne coaches several years ago when they were training young fliers in the Hamilton Pre-Flight program.

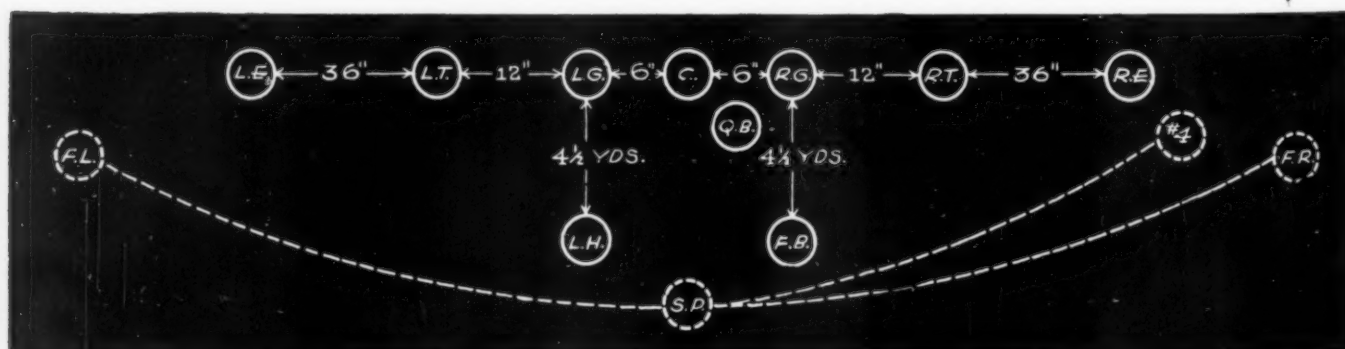
Both were veteran coaches who had been schooled originally in the Notre Dame system under Elmer Layden, the old Horseman who gave the Dukes their first big ride at the turn of the '30s. Sinko, in addition, had to his credit heavy pro duty with the Boston Yanks and Los Angeles Bulldogs. Together, they boasted playing-coaching experience totalling roughly 40 years.

With them in the Pre-Flight program were more than 100 top-drawer coaches from every part of the grid map, such men as Bernie Bierman, Don Faurot, Jim Crowley and Jack Meagher.

One of Steve's jobs was coaching the Iowa Pre-Flight team. That helped plenty. The idea began to grow—all in the line of duty.

For three years, Steve lined up offensive situations, grabbed the ear of every big-name coach who happened along, asked him what he would do to stop a particular alignment. Then he would reshuffle positions, make adjustments here and there, experiment and test each situation over and over until he was satisfied.

When the need for Naval fliers eased off, the chance Sinko and DeLuca had been awaiting finally arrived. At the Ottumwa Naval Air Station, they had time to pool all their ideas and findings. Bit by bit they arranged their material, boiling it down, sifting it over, piecing it together. The result was the Adaptable T.



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A BETTER TEAM! A faster team! A team with the better knowledge of the essentials! That's the kind of a team you'll be able to produce—with the help of these new films on the fundamentals of basketball.

Made by the outstanding producer of *instructional* films, these textual motion pictures reveal accepted techniques in a vivid, easy-to-understand form. They'll speed up your "skull sessions." They'll promote safer playing habits . . . reduce the risk of injury . . . review basic principles. They'll enable the player to learn, then put that learning to use. They're being used in junior and senior high schools, colleges . . . wherever the sport is played.

Each film is one reel, sound, 16mm. For complete information, address: Encyclopaedia Britannica Films Inc., Dept. 25-K, 20 North Wacker Drive, Chicago 6, Ill.

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- BLOCKING IN FOOTBALL
- TACKLING IN FOOTBALL

?

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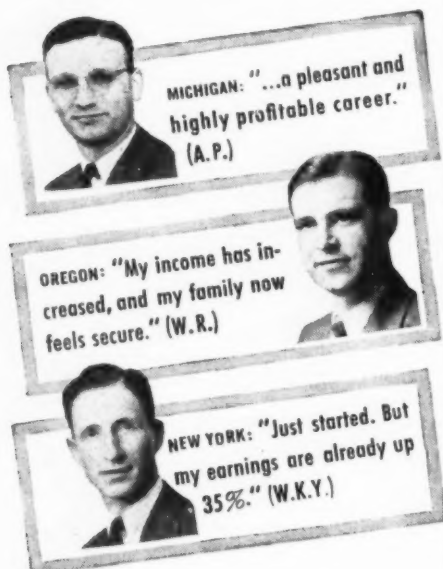
Football Coach, Colgate University

ENCYCLOPAEDIA BRITANNICA FILMS INC.



From Coast to Coast Ex-coaches now Earn Increased Incomes

From state to state the reports come in . . . former school and college coaches are "making good" in new careers as Mutual Life field underwriters.



Those quotes are typical, and with good reason. For the same qualities that make good coaches tend to assure success in the well-paying profession of life insurance selling.

To determine your own probability of success, Mutual Life offers a scientific Aptitude Test, which coaches can take in their own homes. Qualified men are given sound schooling in result-getting methods, in conjunction with actual selling experience in the field, and are paid a salary while becoming established.

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Lewis W. Douglas,
President

GENTLEMEN:

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S-16

"They Shall Not Pass!"

(Continued from page 9)

requires. Needless to say, this is no spot for a slow-thinker or mover.

Against the T, the same situation applies. Whenever a halfback drives straight into the line, the play may be (1) a quick-opener with the half carrying, (2) a lateral to the full for an end run or off-tackle dive, (3) a pass or (4) any one of a half dozen other possibilities.

Nevertheless, the first responsibility of the fullback is still to protect against the buck of the half.

The backers-up must be able to move laterally, backward or forward with extreme quickness. They must be drilled to drop straight back from three to ten yards as quickly as an opponent can run this distance, and they must be able to cover the flat zone with the same speed.

Against passes, we train our backers-up to avoid starting with a cross-over step; otherwise a fake and sudden change of direction may catch them off balance. Better body control is obtained with the boxer step (sideward step without crossing feet).

WATCH THE PASSER

The backers-up must always employ split-vision to keep both the receiver and the passer in view. Watching the passer is necessary on two counts. First, to perceive the angle of the throw; and, second, to regain position quickly if the play develops into a run.

The backers-up can often be tipped off on the direction and development of plays by the movements of running interferers, especially the guards. These players will usually take them to the spot where the play will hit.

In defending against passes to the flat, the backer-up should intercept the ball, if possible, since he will have a clear or fairly clear field for a run. If he must bat the pass down, he should use the hand farthest from the receiver, leaving the inside arm free to tackle.

We use pass-defense drills in which backers-up only are employed, emphasizing the points mentioned.

Halfbacks. Our early pass-defense drills for halfbacks are designed to teach them not to let the receiver get behind them. The ends line up in two straight lines on either side of a center, who snaps the ball back to a passer. The halfbacks await the ends downfield.

The ends run at full speed in an attempt to get beyond the receivers. Later we have the receivers add these stunts:

1. Change of pace, fast breakway.
2. Fake left, cut right.
3. Fake right, cut left.
4. Go down, pivot, come back.
5. Go down, pivot, come back, go on behind halfback.
6. Ends and backs cross.
7. Other variations of cuts, pivots, feints and comebacks.

PASS-PLAY DIAGRAMS

These maneuvers are then incorporated into pass plays. We run these patterns from different formations so that our men become thoroughly familiar with the passing possibilities from each alignment. We use reverse passes, fake spinner passes, running passes, passes from stationary position, etc. We have a collection of pass-play diagrams available whenever we work on this drill.

We have found several simple precautions and practices of immense value:

1. The halfback should watch the offensive end and wingback on his side at all times. If these men block, he can be fairly certain a running play is coming in his direction. If they come out, the play may be a pass, kick or trap play.

2. On running plays going to the opposite side, the halfback should never commit himself immediately in the direction of the play. He should take one to three steps directly toward the line of scrimmage, then move toward the play. This prevents him from being caught out of position by cut-backs, diagonal passes, reversals of field, sleepers, etc.

3. When covering a receiver, the defender should always take the same angle of cut.

4. Many backs do not understand the interpretation of pass interference; hence are too cautious in making a try for the ball. Coaches should demonstrate pass interference, then insist on a vigorous, fair attempt to gain possession of ball.

5. Judgment of the receiver's speed is vital. Under ordinary conditions, the defender should keep the receiver about three yards away while awaiting the throw. If he permits the receiver to come too close, he will have difficulty meeting a fake.

(Concluded on page 48)

DESIGNERS AND
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SINCE 1912

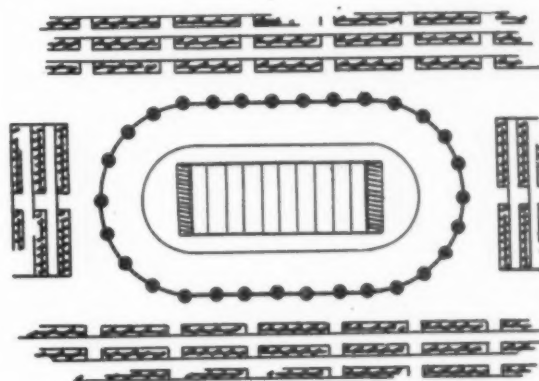
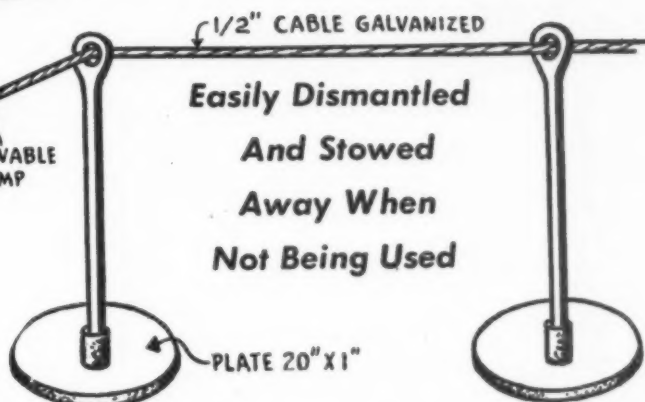


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SIMPLE AND INEXPENSIVE WAY OF KEEPING FANS OFF THE PLAYING FIELD

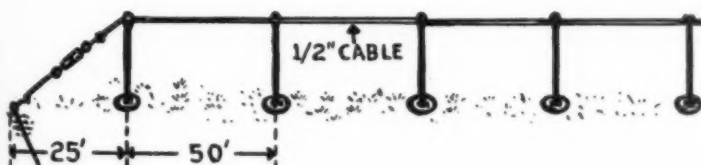


Here's a simple, practical, inexpensive way to keep your sports fans off the playing field—to prevent them from interfering with the action and to save wear and tear on the field. When not in use, this simple restraining apparatus is easily dismantled and stowed away.

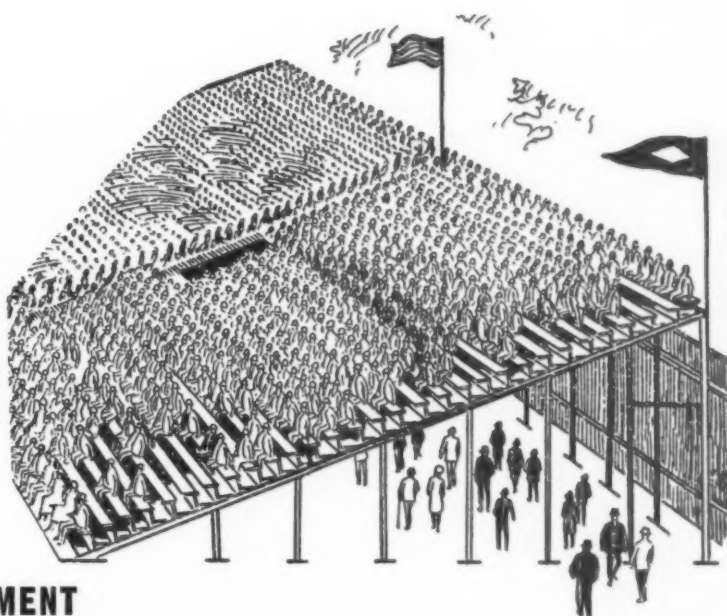


The stanchions are made up of 1" plate x 20" dia. and the rods welded to the plate are 36" high and have holes in them to take care of the 1/2" cable and should be spaced approx. 50' apart on the field. Spikes to be inserted in the ground are about 24" lg. 3/4" Turnbuckles are used to tighten up the wire after it is in place.

A restraining device that saves wear and tear on your field; keeps the crowds off the area; leaves the field free for action.

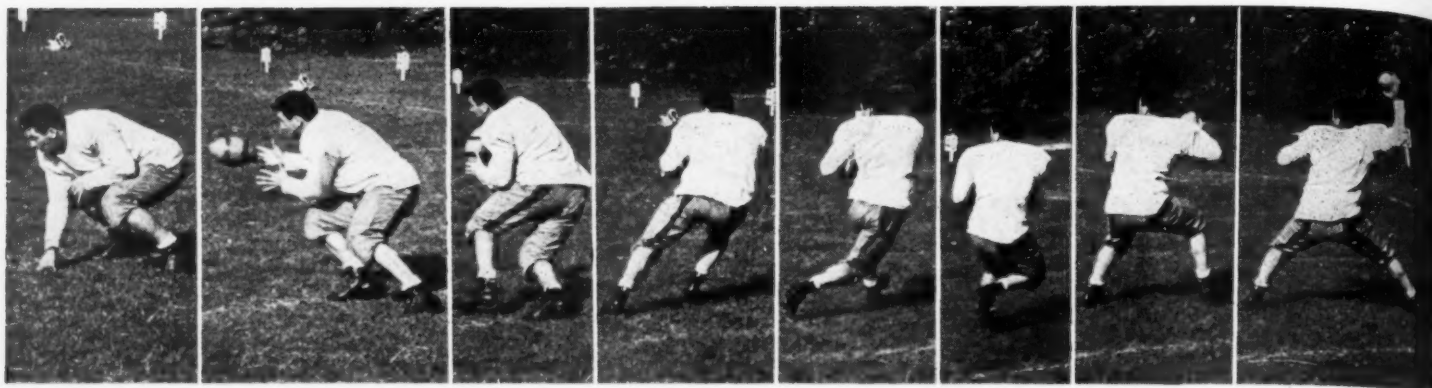


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A common fault with most backs is moving in too leisurely in covering receivers or the ball, and thus being caught flat-footed by the speed, cut or angle of the receiver. The defender should start fast and run right to the point, keeping the receiver in front of him at all times, while timing his speed and angle. "Stay with the receiver until the ball is in the air, then time and play it."

6. Breaking for the ball cannot be stressed too much. The defender should cut for the ball the moment it is thrown. If two receivers approach the defender, he should play the deep one. If the pass is short or flat, he should switch at the last second and play the ball.

We use a drill in which the defenders are spaced over the field and the ball is thrown to open spots. No receivers are sent down. The defenders try to reach the ball whether it is in their zone or not.

Tennessee is particularly adept at covering receivers until the ball is thrown and then breaking for it. Several years ago, in a Tennessee-Georgia game, the writer saw a pass play in which five Volunteers were standing near the ball when it hit the ground.

7. When to intercept. One intercepted pass is worth five knocked down. We tell our players to intercept all passes, except the long one on fourth down. We once lost an important game because one of our backs knocked down an easily in-

tercepted first-down pass over the goal line. The opponents scored on fourth down.

Safety man. The duty of the safety man is to protect his territory until the ball is thrown, then make a determined effort to intercept it. Circumstances may alter his play. If our halfback permits a receiver to get behind him, the safety must reinforce this position. He will cover the inside man when the receivers are deep on normal coverage.

The safety must avoid playing too deep since this opens up the dangerous middle zone. If he plays too close, however, he may become the victim of a quick-kick.

If the opponents have a good quick kicker, a long passer, or like to pass down the middle, we vary the safety's play to meet the major threat. If they are good in all these departments, the safety can expect a busy evening.

Where the opponents are good with passes down the middle, we try to reinforce this zone by playing a 5-3-2-1 or dropping an end back to cover the flat from our normal 6-2-2-1, with the backer-up fading straight back to cover the middle.

SID LUCKMAN, one of the greatest passers of this or any other day, offers a perfect demonstration of his forte—a quick fake and pass. He fades back, secures a firm purchase and then fakes by bringing the ball back and up and looking in the wrong direction (last picture above). At the right moment, he lowers the ball and then brings it beyond his ear for the real pass. He pitches with a beautiful free-arm motion very much in the manner of a catcher, his arm following through in the direction of the pass.

Our pass defense must of necessity be a cooperative affair with each man, after protecting his zone, *breaking fast for the ball* to help his teammate.

Team defense. Since no pass defense is stronger than its weakest member, we try first to develop the highest possible degree of skill in each individual defender. Next we combine these talents into a basic pass defense.

We have not found any one defense that proved satisfactory for all situations. We vary our pass defense each game to meet the personnel and passing habits of our opponents. We frequently change pass defenses several times in a game. Each pass defense is very similar and no confusion results.

Diagrams and descriptions of our basic team pass defense, together with its many ramifications, appear on pages 7, 8 and 9.

Summing up, then: A successful pass defense depends upon a high degree of individual skill, closely coordinated into a team defense. Every defender must cooperate to the utmost. Let just one man relax, and the passer may hit the receiver with a touchdown toss.



FOURTEEN BASIC

PLAYS OF THE....

T-Formation

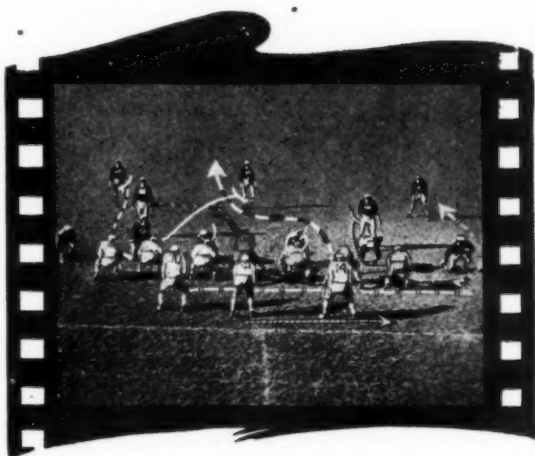
By
HOWIE ODELL

Today, the T-formation is the most important offensive system in football, making our offer of a complete, authoritative, film-strip series on the "T" in all its aspects particularly timely. It has been supervised and directed by Howie Odell, head

football coach at Yale — "one of the nation's top grid masterminds."

This new film-strip series shows a complete sequence of fourteen basic plays, photographed in actual scrimmage against a 5, 6 and 7-man line, completely diagrammed and with a complete and amazingly clear photo sequence keyed to the diagram. There are more than 450 individual frames. Players are followed from start to finish of each play and are marked in clearly identifiable colors, so that each man viewing the film-strip can follow his own position throughout the complete sequence. For instruction in offense or defense, this series is a "must" for any team.

Included is complete manual on the T-formation, by Howie Odell, with hints on how to get the most out of the film.



Order your set today. Entire series on the T-formation in natural Americolor — 15 film-strips, only....\$50.00

15 film-strips PLUS teaching motion picture giving motion, rhythm and timing, complete....\$70.00

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A silent 16mm film exclusively for educational purposes. The movie from which the film-strip was made, showing rhythm, timing and motion. Sold in combination with film-strip.

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Please send me your football series on the T-Formation as follows:

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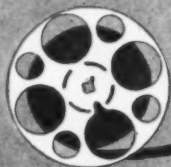
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CURRICULUM FILMS, Inc.

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New Films for the Coach

SPORTBEAMS: Football and Basketball. Produced by Official Films, Inc. 16 mm. sound, one-reel each. See review for running time and prices.

THREE neat little packages of technical sports films are waiting for you in the offices of Official Films, Inc. Part of an eight-film library, they should prove definitely helpful in any visual education sports program.

Defensive Football analyzes the various styles of defensive play—six-man, seven-man and five-man lines—showing how to move from one into the other. Animated diagrams help greatly in following the action, which is shown in both normal speed and slow motion.

In addition to defensive play, the film shows you how to exploit defensive weaknesses such as splits, crashing ends, tightly drawn secondary, etc.

Most of the techniques are demonstrated by two practice teams. Here and there, however, actual game shots are used to highlight dramatically the points under discussion. The skills are all executed with professional éclat, and should prove interesting to player and fan alike.

Offensive Football demonstrates the various systems of attack as well as the basic fundamentals of offensive play—protecting the passer and kicker, passing, receiving, shovel passing, etc.

The camera roves over the nation's practice fields, picking up such famous college teams as Notre Dame, Minnesota and Navy in action. As in the companion film, actual game shots are worked in for dramatic impact.

An enormous amount of helpful information may be gleaned by running these films over a few times. The narrator in both is Ken Carpenter. Each has a running time of 12 minutes and sells for \$25.

Championship Basketball is designed for close study by coach and player. Nat Holman, famous CCNY coach, is the narrator and analyst, and an excellent job he does. No one can beat Nat when it comes to fundamentals, and this film proves it.

Working right in his gym with his own players, Nat offers a succession of swift and exciting plays, stopping the action to indicate vital individual fundamentals.

He shows you how to work off the pivot, set up screens, design a defense (man-to-man, sliding and zone), and how to penetrate a zone, among other things. Now and then, he will switch the action to Madison Square Garden

to prove a point under actual big-game conditions.

He covers an enormous amount of ground, perhaps a little too swiftly, but it is all thoroughly practical and enjoyable. When re-run a couple of times, the film ought to provide the coach with an enormous fund of information.

The reel has a running time of about 9 minutes and sells for \$17.50.

THE T FORMATION (A Series of 14 Film Strips). Supervised by Howie Odell. Produced by Sports Films Slides, Inc. Distributed by Curriculum Films, Inc. \$50.

HOWIE ODELL, the Yale coach, and the Curriculum Films people have done a magnificent job of transferring the T formation to the screen. Armed with this handy educational package and nothing else, any coach—high school or college—can teach the entire T to his squad.

The first step in the production of *The T Formation* was the shooting of a motion picture of the Yale T. From the movie, Odell selected the most essential and effective frames to make up the film strips.

The film strips show a complete sequence of 14 basic plays, photographed in actual scrimmage against 5-, 6- and 7-man lines. Each strip starts off with a diagram of the play. Then the play is shown in complete sequence against the three common types of defensive lines.

Anywhere from 9 to 12 slides are used to follow all the players from start to finish. The key men are identified in contrasting colors, enabling each player viewing the film to follow his own position throughout the sequence.

The 14 strips cover all the basic T plays—quickies, end runs, power dives off tackle, cross-bucks, laterals, etc. In addition, there is an excellent strip on hole numbering and lining up.

These slide films represent a wonderful new approach to visual education in coaching. A coach can run these strips freely back and forth in his slide-film projector, stopping the action at any point to indicate key fakes and blocks.

An excellent manual, prepared by Odell himself, accompanies the film strips and shows you how to get the most out of them.

Also available to coaches is a silent 16mm. motion picture of the T, showing the same 14 plays. This movie is sold in combination with the film strip for \$70 (complete set).

Basketball: (1) *SHOOTING*, (2) *BALL-HANDLING*, (3) *DEFENSIVE FOOTWORK*. Produced by Encyclopaedia Britannica Films, Inc., in collaboration with Wilbur Johns. Supervised by Norman Sper. 16 mm., sound. Running time, 20 minutes each. Set, \$135; each, \$45.

STICKING strictly to fundamentals, these films analyze carefully in slow motion and normal speed the skills involved in shooting, ball-handling and defensive footwork.

The producers, rather than cover these fields in entirety, have chosen the essences of each and lavished all their attention on them.

In *Shooting*, for example, the action focuses entirely on the one- and two-hand set shots. The shot is broken down minutely—feet, knees, hands, body dip, aim, wrists, arc, lean, spin, etc. The shot is shown from various parts of the court and repeated over and over again for accentuation of the finer points.

Ball-Handling analyzes the proper techniques in receiving, holding and passing the ball, stressing give of the hands, manipulation of the ball after the catch, footwork, wrist action, elbows, and other essentials. The action is complemented with several helpful drills.

Defensive Footwork covers stance, movements in various directions (emphasizing the boxer's step), checking a dribbler, turning, pivoting, moving into rebound position, rebounding, etc. The footwork and armwork are brought into sharp focus and analyzed from different angles.

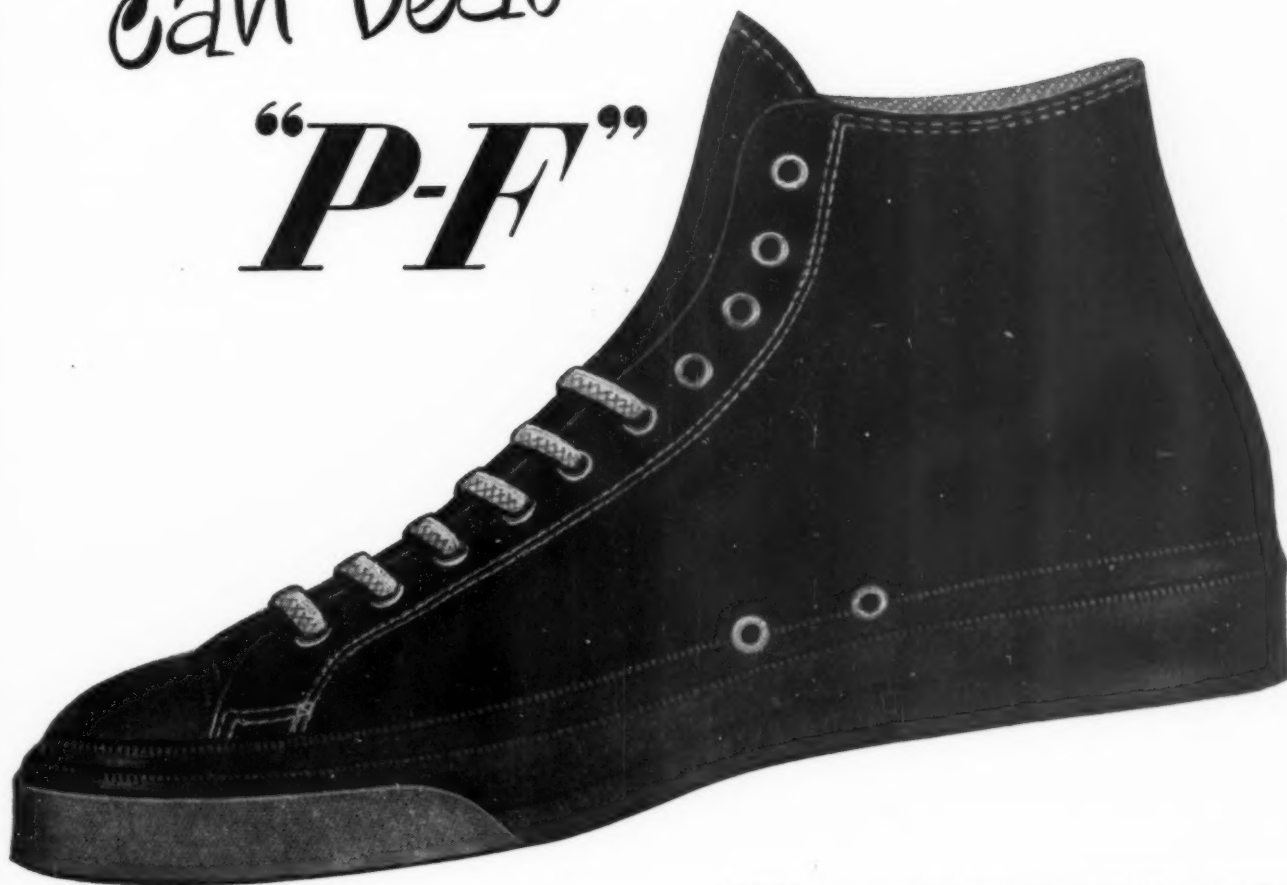
All these fundamentals are covered comprehensively, with the narrator indicating the highlights graphically and soundly.

BASKETBALL UP-TO-DATE. Produced by the Official Sports Film Service under Supervision of the National Federation. Directed by A. A. Schabinger. 16mm., sound. Running time, 30 minutes. Sponsored by the Wilson Sporting Goods Co. and General Mills. Service charge, \$4.

COMBINING the technical phases of rules administration with code and game fundamentals which can be appreciated by the layman, this film represents the third long step in the evolution of good basketball pictures

(Continued on page 52)

Nothing
can beat
"P-F"



It's the basketball shoe with a special patented built-in feature that will increase your squad's "staying power" . . . give them the kind of foot protection they need for better athletic performance.

"P-F"—Posture Foundation—cradles the foot in a way that guards against flat feet, decreases muscles strain and fatigue, provides safe, correct, comfortable foot support.

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for the school athletic training program.

The excellent choice of scenes and the novel method of securing continuity are the harvest of lessons learned in the early amateur filming of basketball play situations and in the pioneer professional production, *Precision Basketball*.

The approach is historical. A basketball album shows pictures of James Naismith and the original peachbasket-equipped court. There is the "kid slinging goals in the hay mow," and some 1915 styles in suits which are unbelievable.

The album then goes modern with pictures of representative state high school champions from Connecticut, Oklahoma, little Reedsville in Wisconsin, and Ohio, and with some cheer-leaders who "represent one hundred million fans."

The National Basketball Committee is shown discussing rules problems and the avalanche of National Federation rules and related publications which keeps the game progressive.

Representative game officials from Minnesota, Indiana and Illinois demonstrate good pre-game procedure. Attention is called to "the importance of having trained timers and scorers."

The major portion of the demonstration is by teams from Dundee Community High School and from Proviso Township High School, but several special plays are performed by Northwestern University, with top scorer Max Morris, and by De Paul University with big George Mikan.

"Responsibility for the unpopular stalling type of play is on the team which is behind in the score. The public desires and deserves action."

"Tossing ball from hand to hand is an air dribble. A subsequent bat over the head of an opponent is not an air dribble if . . ." Don't believe it? Look it over.

"An expert ball-hawk with a highly developed tactile sense in the tip of his fingers demonstrates the yo-yo dribble." And there's the hidden ball play, "the statue of liberty with bow legs."

Set this to appropriate background music and you have a rough idea of a picture that will hold high rank in basketball circles in this and the many other countries where it will be used after proper translation.

Bookings for the film may be obtained through the state-association secretaries.

THE ATHLETIC BOARD by Naidene Goy

ALTHOUGH sports receive more public attention than any other school activity, many schools are failing to make a go of their programs.

In attempting to work out a harmonious and effective program, they are neglecting to coordinate and exploit fully the potentialities of the administration and the athletic department.

As school officials look forward to 1946-47, they might benefit by surveying the machinery used at Hinsdale for the formulation and coordination of major athletic policies and programs.

The Hinsdale High School Athletic Board is composed of five members: the high school principal, O. C. West, who is chairman; the superintendent of schools, Dr. C. E. Spearman; one member of the board of education, Francis B. Schanck, jr., appointed by the president of the board of education; the school athletic director, Coach D. Russell McCarthy, and the faculty athletic manager, Russell Poppenhager.

The athletic board meets before the opening of each major sport season and during the season whenever necessary. The board also meets at the close of the athletic season for a post-view of its accomplishments.

While the principal administers

Miss Naidene Goy, of Hinsdale (Ill.) High School, believes that our school sports programs may be considerably improved by sounder organization of the athletic board.

the program, every member of the board is thoroughly familiarized with the aims, schedules and plans. The athletic director and faculty athletic manager cooperate closely in carrying out the program set up by the board.

Foremost in the minds of members of the athletic board is the development of a sound program emphasizing fair play, good sportsmanship, proper leadership, community interest, and enlightened instruction. Specific purposes are:

1. To help formulate and coordinate major athletic policies and programs.
2. To give financial advice and to approve the athletic budget.
3. To approve major expenses such as the purchase of equipment.
4. To recommend to the superintendent and the board of education any plans for the improvement of athletic facilities such as lights for the football field and additional bleachers.
5. To make a study of the most appropriate athletic policies for the community.
6. To consider both interscholastic and intramural athletics.
7. To approve athletic awards, banquets, and similar honors.

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"DEFENSIVE FOOTBALL" is equally clarifying. Both films are narrated by Ken Carpenter; are available on 16mm. sound-on-film. See your dealer...or mail the coupon below!



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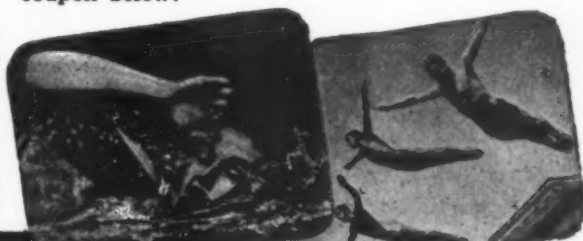
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Michigan State's Flying Z

(Continued from page 16)

would cut down the number of plays and eliminate techniques difficult to teach and which consumed valuable coaching time. We really undressed the Notre Dame shift and learned some things.

For example, in setting up our plays, because of the similarity in blocking, we find we can actually run three plays where one is taught. To illustrate, on our reverse play, which is 36, if the fullback initially handles the ball, the play will be 36a, if the tailback starts the play it will be 36b, and if it is a spin, it will be 36 spin.

In 1943 at Camp Grant, we found that most of the teams who played us used the standard over-shifted six-man defensive line. With the power of our offense over center and to the weak side, teams began moving their line defense in that direction to an under-shifted position or to what we call a four defense.

It may interest you to know that we teach offense against an over-shifted line. When we meet a seven-man line, usually near the goal, we find that by applying a simple rule ("the third man in on the weak side is either the center or the guard") our left guard and tackle can make a simple adjustment; the blocking assignments otherwise remain regular.

OVER-SHIFTED SIX

Michigan always played us with an over-shifted six-man line, with occasionally a five for variation. Last season, not wanting to burden our inexperienced players with too many things to learn and feeling that Michigan would follow their usual custom, we set our offense based only on the over-shifted six with variations for the five.

In the second quarter, the Wolverines moved to the under-shifted or four defense, and we were immediately in trouble, especially on set pass plays where our left guard dropped back to block their weak-side end. As he pulled out, the Michigan right guard followed him in.

Between halves we applied another rule to cover this situation: "Anytime the right guard plays in front of you, block him and pass your previous assignment over to the man on your inside." This, of course, would be the center.

For the last game of the 1945 sea-

son, I added a spinner idea picked up from Harry Stuhldreher of Wisconsin. While I do not think a spinner attack is especially necessary to our offense, this Wisconsin idea appealed to me because it involved very little ball-handling, and again we had a new series of plays but with the same blocking assignments as on our regular plays.

Briefly, these are my ideas on the Z formation. If the formation has one thing, it is simplicity. And I think without question of doubt, it provides the best passing formation in football because the threat of the fullback over the middle puts pressure on the defensive line-backers and makes passes, particularly to the ends, especially effective.

QUICK-BREAKING OFFENSE

Also, the offense, like the "T," is a quick-breaking system of football, with this difference—the fullback provides most of our deception while the quarterback is retained for blocking assignments—which means power.

Some of you, I know, have never been sold on this formation because you feel you need an outside wingback to develop your off-tackle plays. I have found from many years of experience with the Notre Dame shift and three years of experience with the Z formation that, if the strong-side end has some natural ability as a blocker, he can handle the tackle alone if properly trained. The threat of the fullback hitting to the inside will help him with his blocking.

We must all agree that when the end alone blocks the tackle on the off-tackle play, the additional blocker ahead of the ball greatly strengthens the play.

(Ed. Note: Coaches interested in reviewing other outstanding lectures delivered at the annual meeting of the American Football Coaches Association, may refer to the article entitled, *For Your Information*, on page 58 of last month's *Scholastic Coach*.)

The following college coaches were covered in this feature: Ed McKeever, Jim Lookabaugh, Henry Frnka, Howie Odell, Jim Phelan, Don Faurot, and Harry Stuhldreher. Ray Eliot served as moderator at this particular round-table discussion.)



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Coaches' Corner



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Talk about futility. Look what happened to the Dodgers back in 1920. On May 1 of that year, they played a 26-inning 1-1 tie with Boston—the longest game in baseball history. On May 2, they lost a 13-inning game to the Phillies. And on May 3, back in Boston, they dropped a 19-inning 2-1 battle. Figure it up—in three games in three days, they played 58 innings—and didn't win a game!

Lester Heideman, 45-year-old telephone worker from Brooklyn, loves the Dodgers like babies love zwi-back. When the Dodgers went West for their last crucial series with the Cards, Lester decided to follow them.

He loaded his wife and 8-year-old kid into the family jalopy and shoved off. Everything happened to the nomads. They got lost a couple of times, the jalopy broke down and, when they finally wheezed into St. Louis, they discovered there were no more tickets or hotel rooms.

Mr. Heideman phoned Leo Durocher. But even Leo couldn't help him. A few minutes before game time, Mr. Heideman managed to corral three 90c ducats for \$5 each.

So the Heidemans got into the ball park. They cheered wildly when the Dodgers came to bat in the first inning. The Card pitcher wound up and pitched the first ball. Mr. Heideman fainted. They carried him out on a

stretcher. At the hospital, the doctors told him his heart was okay but that he shouldn't see any more games if they made him too excited.

"Me see those bums play and not get excited?" moaned Mr. Heideman. "Nuts! I shoulda stood home."

Guess who won the national speedboat title this year—and in record time, too. Nobody but the old king of corn, Guy Lombardo. The popular band leader is a speed demon from 'way back. He can't be beaten—on band or sea.

Hysteria repeats itself, writes E. H. Zeigler, baseball coach at Hegins (Pa.) High School. In 1945, his team won its first 16 games, then lost the 17th, 3-2, to Pine Grove. This season, the Hegins nine repeated. After coping 16 in a row, they lost to Minersville, 3-2. Another odd record they set was three straight wins by the same score, 9-0.

What's the first thing a basketball coach does when he buys a new home? Right—he builds himself a basketball court. At least that's what Clair Bee, famous Long Island University coach, did in his new home in Elizaville, N. Y. We can see Clair eating his dessert in one hand and shooting baskets with the other.

Woo woo! The top Swedish player at the national tennis championships this year was Lennart Bergelin, aged

21, tall, with very long blond hair. To keep his locks out of his eyes while on court, Lennart tied 'em up with hair ribbons.

This made the officials very nervous. As one of them groaned, "We've finally got tennis to a point where people know it isn't a sissy game. But hair ribbons—gosh, that'll set us back 25 years."

A brave sportswriter finally informed Lennart that it isn't considered customary for men to wear ribbons in their hair in this country. Lennart, a good guy, rushed off to the nearest barber shop.

You can't throw a spit-ball against Newark and get away with it. Ask Johnny Podgajny, Baltimore pitcher. He tried it one day, or at least so the fans thought. They struck back by waving handkerchiefs every time he pitched and by using mirrors to reflect the sun into his eyes. The rhubarbers had to be restrained by a public address warning of a possible forfeit.

Hey, fellers, honest now, are you poor lovers? No, we're not slop-happy. "Olympian athletes and keen sportsmen make poor lovers." That's what Kenneth Walker says in his new book, *The Physiology of Sex*. Know who's supposed to make the best lovers? Poets, musicians, and artists! Athletes are ganged with scientists, philosophers and lawyers as second-rate woo-pitchers! O.K., men, leave us get our baseball bats and take a Walker.

(Concluded on page 60)



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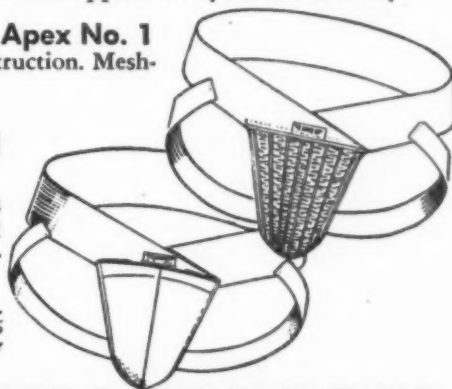
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HIGH SCHOOL T FORMATION.
By Skip Palrang. Pp. 133. Illustrated—
diagrams and free-line drawings. \$5.

THE famous coach of Boys Town (Neb.) High School has done a very commendable job of adapting the T to schoolboy football.

In this trim, nicely organized 133-page book, he analyzes everything connected with the T—personnel, line blocking pattern, numbering system, choice of plays, running plays, passing attack, blocking assignments on passes, adapting the blocking to various defenses, spreads, tackle signals, and quarterback pivots.

The text is simply, clearly projected, with the accent on practicality. The plays—67 of them—are tastefully presented, each on a full page with a detailed caption below.

We particularly liked the chapter on quarterback pivots, a vital phase of the T which is surprisingly neglected in many texts. Palrang offers 14 fundamental pivots in free-line drawings, complementing each with a complete textual treatment.

The book is as sound as an American dollar, and five of the latter will get it for you.

FOOTBALL THESAURUS (77 Years on the American Gridiron). By Deke Houlgate. Pp. 300. \$10.

COLOSSAL, stupendous, incredible, are just the words for this football record book. Imagine a volume 11 by 17 inches in size, weighing four pounds and containing the complete grid histories of 280 colleges and universities!

Here's how it's done: Each school is given a full page. The page is arranged in graph form. Along the top are the names of all the opponents the school has ever faced; along the side are the years. In the little boxes in the graph are the scores.

The page also contains terse, interesting accounts of sensational plays; championships won; biographical sketches of famous players; all-American stars; colors, nicknames and traditions of each school—everything of historical importance.

It must have taken Deke Houlgate a million years to prepare this 77-year history of the sport, but it was well worth the time and effort. Every collector of football memorabilia will want a copy.

PLAY-BY-PLAY BASKETBALL SCOREBOOK. Pp. 52 (26 games). Wilmington, Del.: The Excelsior Scorebook. \$1.

DEvised by a sportswriter, this 11 by 8¾ inch scorebook should prove unusually useful to both sports reporters and regular scorers, inasmuch as it enables the observer to keep a statistical record of every minute of play.

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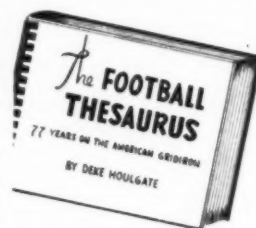
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This is made possible by a four-column arrangement of the running score at the bottom of each scoring sheet. The actual scoring is entered in the two center columns, while the numbers of the shooters are entered either above (home team) or below (visitors) the score.

Thus, the coach can tell at a glance who scored the winning goal, who put the team in front during a scoring spree, which defensive men failed in the clutch, etc.

Otherwise the book is neatly organized in conventional style, with room for 20 names per team. The two halves are broken up, and there are spaces for field goals, fouls, personal fouls, totals, time-outs, score by periods, and names of officials.

Twenty-six games may be recorded in this stiff-covered book. A sample of a recorded game shows you exactly how to use it.

1946 CONVERSE BASKETBALL YEAR BOOK. Pp. 53. Illustrated—photographs, tables and diagrams. Malden, Mass.: Converse Rubber Co. Free.

CONVERSE'S silver anniversary (25th) edition of its basketball year book is a pip, containing a mountainous assortment of general and technical articles, photos, season reviews, and other interesting subjects.

The reviews cover college and high school tournaments, the Converse-Dunkel ratings for 1945-46, and basketball in the armed forces. Most of the leading school, college and service teams appear in attractive team photos.

Other articles of interest include a treatise on how to watch the game, human-interest stories on famous coaches, how to shoot fouls, a summary of 25 years progress, and plays and theories of outstanding coaches.

Also featured are "Chuck" Taylor's 1946 all-America team and a roundup of all of "Chuck's" all-star selections (1932-45).

For your free copy, write: Converse Rubber Co., Malden 48, Mass.

TOUCHDOWN PLAYS. By Eight Famous College Coaches. Pp. 30. Illustrated—diagrams and photos. Chicago: The Quaker Oats Co. Free.

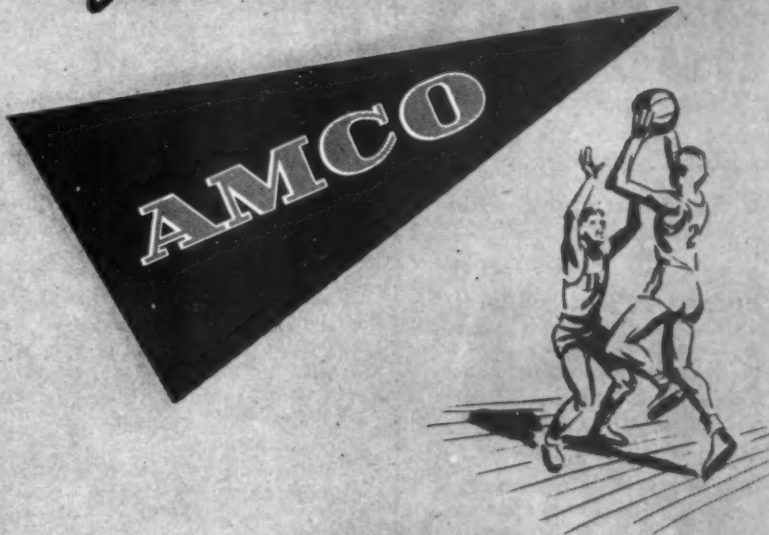
HERE'S a stunning little booklet which both you and every boy on your squad can study with a great deal of benefit.

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TROPHIES
EAGLE REGALIA COMPANY
298 BROADWAY, NEW YORK 7, N. Y.**

Coaches' Corner

(Continued from page 56)

The dandiest rhubarb in the Western Hemisphere grows in Brooklyn or, more specifically, Ebbets Field. Every time you bat an eyebrow, somebody is battling with an umpire.

Take the recent Stanky-Magerkurth brawl, for instance. After striking out, Eddie started for the dugout. For some peculiar reason, he chose to walk between the catcher and the ump. Magy, taking this as an insult to his dignity, refused to let him pass. Stanky refused to detour. So they started a rhubarb.

We're on the ump's side on this one. After all, is it asking too much of a ball player whose biggest asset is his walking ability, to take a short stroll around an ump? Granted that it takes a little time to walk around the elephantine Magerkurth. But it can be done and in good time by any man in good condition armed with a road map, a thermos bottle and a few sandwiches.

Ever hear of a big-league ball player fracturing a knee cap to avoid spiking a little girl? It happened to Grady Hatton, Cincy rookie sensation. While charging up the runway leading to the clubhouse, he suddenly came across a little girl autograph hunter. To avoid running her over, the gallant Red swerved to the side—and smacked into a brick wall. Pop went his knee cap and out of the game for three weeks went Grady. What price chivalry!

The Tarzan of the links—that's Frank Stranahan, one of the nation's top amateur par-busters. He's the only golfer in captivity who's a weight-lifter on the side. Wherever he goes, his dainty little 200-lb. barbells go with him. "They keep me healthy," he insists. "I haven't had a cold since I was a child. Weight-lifting does wonderful things for you." The results are plainly discernible in his broad shoulders, thin hips and rippling muscles. Frank also has beaucoup dough—he's a millionaire—and can go g-r-r-r, like Tarzan.

Since Bill Veeck took over the Cleveland Indians, there's been a hot time in the old Wigwam. Along with the hits, runs and errors, Bill is giving the customers "productions"—dancing girls, sword swallows, tight-rope walkers. Stars of the Veeck Varieties are Johnny Price and Max Patkin.

Patkin, a 6-6 contortionist, makes a sucker of the law of gravity and of anatomists who think there are bones in all arms and legs. In the first-base coaching box, for instance, he will make an elaborate pretense of "stealing" the catcher's signs by bending from the waist and, without flexing his knees, put his cheek flat against the ground and peek up through the

catcher's legs. He also shimmies, jittersbugs and does hula dances.

Price is priceless. You have to see him to believe all the things he does. He roams the outfield in a jeep, catching flies and fielding grounders. He stands on his head on the hood while the jeep is in motion, catches balls thrown to him and accurately hurls 'em back.

He can throw almost any number of balls at once, but his most spectacular stunt is throwing three at one time—two to receivers lined up about 50 feet from him, and the third to another athlete stationed 30 feet farther back.

Who said vaudeville is dead? Next Veeck—East Lynne.

After several poor seasons, suety Steve Owen, coach of the N. Y. Giants pro footballers, is once more a happy man. He is loaded with talent this season. During the war years, he claims, all he had were "two players and nine eaters." The worst of the trenchmen—a fellow who consumed huge quantities of viands—did practically nothing on the field to pay for his upkeep. But he tried so hard that Steve didn't have the heart to fire him.

Things went from bad to worse, and Steve finally had to apply the axe. A master of diplomacy, Owen broke the news to the heavy-eating player, in this fashion: "Buddy, I have some bad news for you. They broke your plate in the kitchen so I'll have to let you go."

The first ground rule ever created because of a bird was invoked during a Leesburg-St. Augustine Florida State League game last season, when a large sea gull, attracted by the lights, swooped down on the field. Despite the efforts of the players and umpires to chase the menace, the bird continued to fly around the diamond.

The umpires and the managers went into a huddle and came up with this ruling—any batted ball striking the gull would result in an automatic two-base hit!

Even the bat boys had their troubles last season. In a game between Norfolk and Lynchburg, umpire Haslet, irritated by excessive barbering, walked over to the Lynchburg bench, pointed at Junior Bryant, the bat boy, and roared, "Go take a bath." This marked the first time in Piedmont League history that a batboy was chased by an umpire.

In the International League, during a close game, the catcher let a ball slip by him. A runner on first instantly lit out for second. The home team's bat boy, behind the catcher, picked up the loose ball and fired it to second. The throw nipped the runner. When order was restored, the ump declared the runner safe.

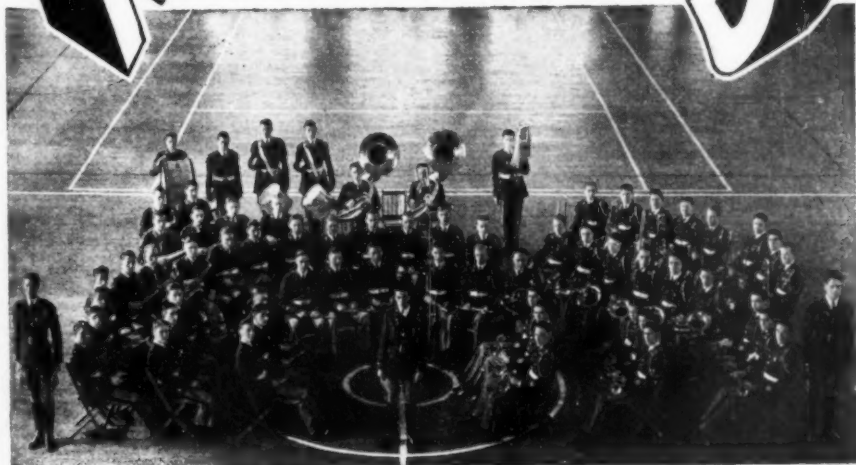


O'SHEA KNITTING MILLS—A Division of Wilson Sporting Goods Co.
CORNER ELM AND FRANKLIN STS., CHICAGO 10, ILLINOIS

●The first O'Shea label was sewed into a knitted garment designed for sports use over a quarter of a century ago. It named a high standard of quality that has been maintained ever since. For the finest, "Say O'Shea."

★ ★ ★ ★ ★

Basketball uniforms, football uniforms, award sweaters, jackets, warmup apparel.



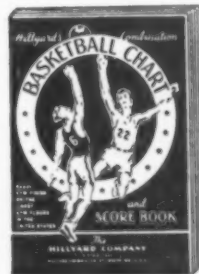
TESTED and Approved!

No matter what type of floors you may have . . . in Halls, Class Rooms or Gym . . . Hillyards have Treatments and Maintenance Materials that Protect their surface, prolong their life, give added beauty with economy.

There is a Hillyard Floor Treatment Specialist in your locality, he will gladly give advice on any vexing maintenance problem, floor treatments or sanitation, call or wire us today, no obligation.

FREE TO COACHES

This entirely NEW Hillyard Combination Basketball Chart and Score Book, full of interesting information about gym floor upkeep and many charts for keeping score.



THE HILLYARD COMPANY

DISTRIBUTORS..HILLYARD CHEMICAL CO....ST. JOSEPH 1, MO... BRANCHES IN PRINCIPAL CITIES

370 TURK ST., SAN FRANCISCO, CALIFORNIA

1947 BROADWAY, NEW YORK, N. Y.

How to Spur a Sports Program



• Many schools are successfully using our carefully integrated systems of incentives to get mass participation in sports. We'll be glad to devise a system suitable for your needs.

Trophies • Medals • Ball-Charms
Plaques • Emblems
Write for FREE Catalog

Award Incentives
INCORPORATED
160 Broadway, New York 7, N. Y.



**Keep
Feet
Fit!**

Not one but several types of fungi cause Athlete's Foot. Alta-Co Powder, economically diluted one-to-ten in water, kills all types in 30 seconds!

Kind to delicate skin tissue (and to towels) Alta-Co is deadly to the microscopic plant organisms which produce the burning, itching and pain associated with Athlete's Foot.

For your club shower room—a Dolge rubber foot tub is "group insurance" against Athlete's Foot. Booklet S-2 tells how easily organizations can obtain one or more on a service basis—how home standards of health and cleanliness can be maintained in public facilities.

Alta-Co. POWDER

The C. B. DOLGE CO. Westport, Connecticut

NEW EQUIPMENT

For further information on any of the items that appear in this department, write to: Scholastic Coach, New Equipment Dept., 220 E. 42 St., New York 17, N. Y.

Identification Brush



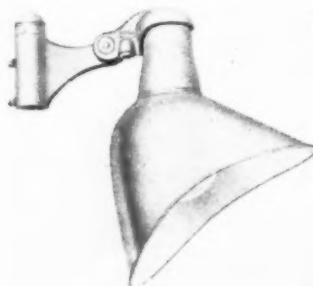
Cushman and Denison Mfg. Co. has produced a new all-purpose identification marking and drawing instrument—the Cado Flo-Master Fountain-Brush—designed for use on any surface. No larger than a fountain pen, it combines the features of crayon, paint and ink. Colors are instant drying, waterproof, weatherproof, smear-proof and fade resisting. As such, the pen may be used by coaches for marking uniforms and other sports paraphernalia.

Acromat-Trampoline



Adaptable for all age groups, easily folded and stored away, the new Fred Medart Mfg. Co. Acromat-Trampoline is a great source of fun and training. The standard bed is of heavy duty, double-filled white canvas clearly marked with "sight" lines to assist the performer in maintaining balance. Extra braces eliminate side sway. When set up, the device provides a spacious bed 3' above gym floor within a frame 7'7" wide by 13'10" long.

Aluminum Eliptor



The new Revere Electric Mfg. Co.'s all-aluminum eliptor offers greater reflective efficiency combined with light weight to lessen the burden upon the mounting mediums. All adjustments are located on the right side which permits servicing from one position. The reflector and neck rotate in socket hood and lock in place by means of a single set screw. Streamlined throughout, presenting a neat appearance, the unit is available for 300-, 500-, 750-, or 1000-watt general service lamps, or 400-watt base-up burning mercury lamps.

PETERSEN GYM MATS

FOR LASTING QUALITY AT LOW COST
WRITE FOR PRICES

PETERSEN & COMPANY
ARMAT & BAYNTON STS.
PHILADELPHIA 44, PA.

Listen, COACH!

**A WINNING TEAM
DESERVES THE BEST**

BASKETBALL UNIFORMS
JACKETS—AWARD SWEATERS
JERSEYS—T SHIRTS
ATHLETIC CLOTHING
EMBLEMATIC INSIGNIA

THE GREENE COMPANY

175 Fifth Ave., New York 10, N. Y.

Insist on the new

EXCELSIOR

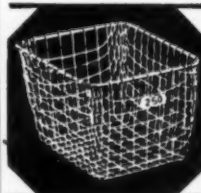
**THE ONLY PLAY-BY-PLAY
BASKETBALL SCOREBOOK**

EXCELSIOR SCOREBOOK CO.
BOX 1496 WILMINGTON, DEL.

Electric Basketball Scoreboards

for immediate delivery
ORDERS FILLED IN ORDER RECEIVED

CEDAR KRAFT COMPANY
GRAND HAVEN, MICHIGAN
Write for free information



NO-GERM CHECKING & LOCKER BASKETS

Assorted sizes and styles for various school and institution purposes. Write for new six page folder.

American Wire Form Co.
275 279 Grant Ave. Jersey City 1

**GYMNASIUM and PLAYGROUND
APPARATUS.**

**PORTABLE BLEACHERS AND
GYMSTANDS.**

BRADLEY M. LAYBURN CO.
461-8th Avenue, New York, N. Y.

Waterproof Dressing



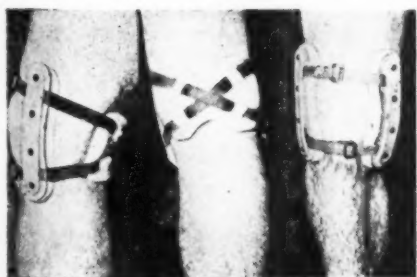
Dewatex, the new S and S Chemical Co.'s water-proofer, revitalizes, preserves and waterproofs all leathers, athletic shoes and balls. A thin coating makes leather soft and pliable. Your ball will resist water absorption, last longer, and handle more easily in rain and mud. Shoes will resist scuffing and cracking, wear longer and give more protection. Permits leather to breathe, non-injurious, colorless, easily applied.

Basketball Knee Pad

E. O. Meacham Co. is offering a line of black leather basketball knee pads. The pads are all one piece and are made of heavy black elk leather. One number is felt lined, one is lined with shearling wool, and a third is lined with foam rubber. Every pad features a non-slip tongue buckle.



Knee Brace



Of interest to coaches, athletes and victims of "trick" knees, is the Miller Knee Brace, which permits free bending movement of the leg and, at the same time, substantially supports and sustains an injured knee. Simply constructed, the brace consists of a pair of rigid supports positioned at either side of the knee. Inner surface is composed of shock-absorbing, non-chafing sponge rubber; outer surface of sturdy saddle leather. Distributed by The Miller Co., the brace is adaptable to any knee size and type of injury.

Heating Pads

Revolutionary in construction principles and versatile in application, the Casco Products Corp.'s new heating pads offer additional therapeutic benefits. The electric fermentation pad is designed for easy, safe treatment of sprains and strains, arthritis and similar conditions. Similar in moist heat principle is the smaller sinus and muscle pad for relief of sinus, migraine, head

MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach Advertising Department, 220 East 42 Street, New York 17, N. Y.

ALLISON MFG. (41)

- ☐ Information on Athletic Field Markers

AMCO ATH. APPAREL (59)

- ☐ Names of Amco Dealers in Your Locality

AMERICAN HAIR & FELT (30)

- ☐ Names of Firms Who Can Supply You

AMERICAN WIRE (62)

- ☐ Folder, Checking and Locker Baskets

AWARD INCENTIVES (62)

- ☐ Catalog on Trophies, Medals, Ball-Charms, Plaques, Emblems

BEACON FALLS RUBBER (33)

- ☐ Information on Basketball Shoes

BECTON, DICKINSON (54)

- ☐ Ace Athletic Manual

BROOKS SHOE (35)

- ☐ Information on Leather Top Basketball Shoes

CEDAR KRAFT (62)

- ☐ Information on Electric Scoreboards

CONVERSE RUBBER (25)

- ☐ 1946 Basketball Year Book

CROUSE-HINDS (17)

- ☐ Bulletins, Floodlighting Sports Fields

CURRICULUM FILMS (49)

- ☐ Information on Film-Strip Series on the T

C. R. DANIELS (23)

- ☐ Catalog on New Line of Football, Baseball, Softball, Gym and Field Equipment

DENVER CHEMICAL (57)

- ☐ Handbook, "Athletic Injuries"

M. DUCOMMUN (35)

- ☐ Information on Stop Watches

EAGLE REGALIA (60)

- ☐ Information on Sport Pins and Buttons, Medals, Trophies

ENCYCLOPAEDIA BRITANNICA FILMS (45)

- ☐ Information on New Basketball Films

EXCELSIOR SCORE BOOK (62)

- ☐ Information on Basketball Score Book

GREENE CO. (62)

- ☐ Information on Athletic Clothing, Awards

HAND KNIT HOSIERY (38)

- ☐ Information on Wigwam Socks

HILLYARD CO. (61)

- ☐ Catalog on Floor Treatment and Maintenance
☐ Basketball Chart and Score Book

HOOD RUBBER (51)

- ☐ Basketball Foul Shooting Chart
How many.....

DEKE HOULGATE (58)

- ☐ Information on Football Record Book

ILLINOIS MUTUAL (41)

- ☐ Information on Athletic Insurance

JOHNSON & JOHNSON (19)

- ☐ Information on All-Elastic Supporter

KAHNFAST ATHLETIC FABRICS (36)

- ☐ Addresses of Nearest Uniform Makers

BRADLEY M. LAYBURN (62)

- ☐ Information on Gym and Playground Apparatus, Portable Bleachers

LEAVITT CORP. (34)

- ☐ Information, Knockdown Bleachers

LINEN THREAD

- (Inside Front Cover)
☐ Catalog on available nets

LOGAN ATH. TRAINERS AIDS (59)

- ☐ Information on Line of Trainers Supplies

MacGREGOR-GOLDSMITH (21)

- ☐ Sports Catalog

MARBA SYSTEM (52)

- ☐ Information on Athletic Equipment Reconditioning

FRED MEDART (29)

- ☐ Book, "Physical Training, Practical Suggestions for the Instructor"
☐ Booklet, "Physical Fitness Apparatus"
☐ Catalog on Telescopic Gym Seats, Steel Lockers
☐ Information, Acromat-Trampoline
☐ Catalog on Basketball Backstops, Scoreboards

C. V. MOSBY (58)

- ☐ Sports Booklist

MUTUAL LIFE (46)

- ☐ Aptitude Test

NATIONAL RIFLE ASSN. (38)

- ☐ "Junior Charter" Booklet

NATIONAL SPORTS (36)

- ☐ Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers

NISSAN TRAMPOLINE (30)

- ☐ Literature
☐ Booklet, "Tips on Trampolining"

NOCONA LEATHER (15)

- ☐ Information on Line of Athletic Leather Goods

O-C MFG. CO. (57)

- ☐ Information on Apex Athletic Supporter

OCEAN POOL SUPPLY (58)

- ☐ Information on Trunks, Swim Fins, Kick Boards, Nose Clips, Caps, Klogs

OFFICIAL FILMS (53)

- ☐ Catalog of Sports Films

O'SHEA KNITTING (61)

- ☐ Information on Athletic Uniforms

(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

"Here Below"

(Continued from page 5)

minute. The umpire sat benumbed. But the clincher was yet to come. As some semblance of quietude fell upon the mob, a voice rang over the already profaned air, "Why doncha tell your linesmen to wake up?"

The umpire continued to stare straight ahead. His life was ruined.

COLLEGE football has come such a long way since the dark age of tramp athletes that it's a pity our college solons can't get together for a final house-cleaning. One more good vacuum cleaning could probably rid the game of the last vestige of sham.

We don't see anything wrong about big-time football. It's a wonderful spectacle, as typically American as hot dogs and swing, and, more important, pays the freight for

a lot of vitally needed school activities.

We're not playing ostrich. We know a great deal of sham, hypocrisy and unwholesome proselytism still exists. But we don't think these evils are inherent to big-scale operation. Football can thrive without these pernicious appendages.

Insofar as athletic scholarships are concerned, what's so terrible about them—as long as the athlete maintains academic standards? The evil lies in attracting boys with large bonuses, monthly allotments and high-salaried cinch jobs, and allowing them to get by with a modicum of book cracking.

If every conference will set up a wholesome set of regulations and insist upon policing them to the letter, we can eliminate the abuses.

All this, of course, is old hat. Nobody has to tell our grid administrators the shortcomings of their programs. With just a little additional idealism and toughness, they can boot the "bugs" out of the park.

New Equipment

(Continued from page 63)

colds, skin disorders and muscular aches and pains. Both pads are equipped with a special water reservoir of cellulose material which retains heat-moisture from 10 to 12 hours.

Yankee Stadium Floodlight



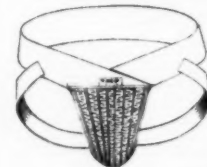
Designed especially for the Yankee Stadium, the new General Electric type L-69 sports floodlight represents the *ne plus ultra* in night lamps. The window is sealed in as an integral part of the light and, thus, is dirt, weather and insect proof. Though only 1/4 in. thick, the window is virtually "baseball proof," being made of impact resistant, tempered glass. Total movement, both in elevation and azimuth, is 180 degrees. The new floodlight is also adaptable for all sports field and recreation areas that require lamps of 750- to 1500-watt sizes.

Athletic Socks

Succeeding the Adler Co.'s famous Sportmaster athletic socks is the new Adler "A" hunter's hose and athletic socks. The "A's" are especially notable for their superior spring action due to the buoyancy of the wool from which they're made. Cotton reinforcement imparts added strength at points of strain. Long, springy wool fibers cradle feet, protect them from shock in jumping up and down.

Apex Supporter

Extra comfort, action balance, durability—earmark the famous Olympic Champion supporter, produced by the O-C Mfg. Co. Coaches agree its patented features make it different and better. The V-front balanced construction makes your O-C coordinate with every turn and twist of your body—to maintain constant support without chafing. Apex No. 1 comes with a mesh-type elastic pouch supporter; Apex No. 3 features a soft flannel pouch designed to hold a protective cup.



Floodlighting Catalog

Ready for immediate distribution is the Union Metal Mfg. Co. new floodlighting catalog, *Monotube Floodlighting Poles for Nighttime Sports*. An 8-page job in two colors, 8 1/2 by 11 in., fully illustrated, it contains information on construction, pole heights assembly and erection, and servicing features. For free copy, write the Union Metal Mfg. Co. at Canton 5, Ohio.

MASTER COUPON

(See page 63 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

W. H. PAYNE (58)

- ☐ Information on Record Books

REVERE ELECTRIC (41)

- ☐ Sports Floodlighting Bulletin

U. S. RUBBER (4)

- ☐ "Individual and Team Offense" by John Lawther How Many for Squad...

PENNA SALT (43)

- ☐ Sample of Tilit

JOHN T. RIDDELL (55)

- ☐ Information and Prices on Plastic Helmets, Shoes, Track Supplies, Balls

VICTORY SOAP & CHEM. CO. (38)

- ☐ Sample, Floor Mark Remover

PETERSEN & CO. (62)

- ☐ Catalog on Gym Mats, Wrestling Mats, Boxing Rings, Mat Covers and Prone Shooting Mats

SAND KNITTING (34)

- ☐ Information on Athletic Knitwear and Uniforms

VOIT RUBBER

(See Inside Back Cover)

- ☐ Catalog on Rubber Covered Athletic Balls and Equipment
☐ Illustrated Price List

QUAKER OATS (27)

- ☐ Book, "Touchdown Plays" How many.....

SAYGER SPORTS (60)

- ☐ List of Athletic Publications

RAWLINGS (3)

- ☐ Catalog

WILLIAMS IRON (47)

- ☐ Information on Field Enclosures and Grandstands

REGALIA MFG. (60)

- ☐ Catalog and Price List on Flags, Plaques, Emblems, Award Ribbons

SEAMLESS RUBBER (37)

- ☐ Information on Football Tees and Kanteek Bladders

WILSON (6)

See Sept. ad for Booking of Basketball and Football Rules Films

REMINGTON ARMS (31)

- ☐ Instructor's Manual on Operation of a Rifle Club

SPALDING & BROS. (1)

- ☐ Catalog
☐ Sports Show Book

WINCHESTER ARMS (2)

- ☐ Small Bore Rifle Handbook

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

October, 1946